PERSONAL COLUMN

PAUL JOHNSON

Written off

'The chances of an illiterate getting a job, or surviving in one for long, are very low'

Of all the ills from which this country suffers, there is one which, despite its tragic magnitude, seems to receive little attention from politicians, do-gooders, churchmen or anyone else. This neglect is still more surprising because it is not only a great evil in itself but a cause of many others.

The evil is adult illiteracy. We hear little about it, I suspect, because people are unwilling to admit to themselves that it exists. It is supposed to be something like the slave trade or open sewers or child labour in the mines, a scourge of the unregenerate past, which was legislated and reformed out of existence in the 19th and early 20th centuries.

In fact, it persists on an enormous scale and there is evidence that it is growing. A portion of it can be explained by special factors. Thus, of the 100,000 or so Bangladeshi immigrants in Britain, about three-quarters aged 16 or over are illiterate or virtually so in English (a high proportion are illiterate in Bengali also).

These are mostly very poor people, from deprived rural backgrounds in one of the world's saddest countries. They are recent arrivals here, and even their children are finding it very difficult to acquire fluency in written and spoken English. Why this group was allowed to come to Britain in the first place is puzzling, but that is not the point at issue here.

Obviously there is a strong case for adopting special measures for dealing with this particular problem. But Bangladeshi illiteracy, indeed immigrant illiteracy as a whole, is only a contributory part of the tragedy. The great majority of adult illiterates in Britain are whites, of old-established stock, born here and supposedly educated here.

A recent survey suggests that the total may be as high as seven million. Consider the enormity of that figure, and what it means in terms of human misery and frustration. It is more than twice as high as the official unemployment figure, and must of course be a major contributing factor to it.

How does an illiterate set about getting a job? He (or she) cannot without assistance read the situations vacant columns in a newspaper. He cannot find it easy to go through the bureaucratic routines at a labour exchange. He cannot write a letter of application or (if someone helps him to do so) read any reply. Even if given temporary work, or put on trial, he is confronted at every stage with forms, notices and instructions demanding at least some literacy. The chances of him getting a job in the first place, or surviving in one for long, are very low.

Illiteracy is hard enough in a backward, semi-literate society, where much of life is geared to accommodate the unlettered. It is far worse in a modern state which has enjoyed universal compulsory education for generations, and where the presumption is that all above the age of seven or eight can read and write.

Every year Westminster and Whitehall pour out millions of words of statutes and regulations to join the trillions already in print which influence or govern every aspect of life. The written word is almost as much a part of the fabric of existence as air, soil, water. Words which impinge on the broad masses of people can be simplified, and those, say, in quest of Supplementary Benefits can be assisted. But virtually all the opportunities which society offers to escape from the pit of poverty require the ability to read, and usually to write too.

It is true that adult illiterates often develop great cunning in dealing with written notices and the like whose basic meaning they are obliged to understand. Dickens, who seems to have known everything, gives an unforgettable portrait of one in the character of Krook, the "Lord Chancellor" in *Bleak House*. When I was in the army, I was intrigued by the ways in which such people contrived to master the meaning of Company Orders. But I also noticed the lengths to which they would go to conceal their ignorance of which, it was clear, most were bitterly ashamed.

If one peers into the heart of an illiterate, in a modern society, one finds an abyss of fear, reticence and hopeless longing. There is always the danger of discovery, contempt, ridicule. Such places as railway stations, post offices, even places of amusement, must hold hidden pitfalls for them of which the rest of us are quite unconscious.

The physically handicapped may be worse off, but nowadays the infrastructure of life has been adapted to provide them with support, help and sympathy. The healthy illiterate is, or seems to be, a freakish survival from the past, for whom at best we offer pity. Yet they are handicapped too. Almost every aspect of living is more difficult for them, and they are excluded from a huge spectrum of pleasures and chances.

Many of them, too, are burdened with a desperate feeling of personal inadequacy and guilt at missed opportunities for w they hold themselves responsible. Some resigned to their condition. But others feel intense pain at the knowledge that remediable.

But if it is remediable, why is it remedied? And if the problem is as w spread as the figure suggests, why is it n major issue in our public life? I leave the indictment or our education sy which the existence of millions of illiterates represents. What I would like know is why we are not doing more to h them to learn now.

Obviously, illiteracy is a major cause unemployment. But is it not, in a wider sense, a cause of poverty and principal factor in the ever-rising so security bill? To enable people to read write is to confer on them an incalc benefit. But does it not also make econ sense too?

In many countries of the Third W governments have found it worth their to give high political and financial prio wiping out, or reducing, adult illiteracy now seems that, in this respect, we are to a Third World country ourself. There powerful case for the emergency lite drive in Britain and the sooner we launch the better.

NEXT WEEK

Greenwich by-election
Barry Hugill looks at the education issues

Satisfied customers
How a parents' curriculum committee defused criticism and promoted understanding

Snowbound steps
Annette Kobak reports on an unusual dance-cum-sculpture project in Yorkshire

Action for Children's Television
Report by Peggy Charren, president of America's national campaigning body for children's TV

Extra: Home economics

NOTICEBOARD

PEOPLE...

Mr David Haywood, second master at Dauntsey's school, Devizes, to be head of the City of London Freemen's school, Ashtead Park, Surrey, on the retirement of **Mr Michael Kemp**.

Fr Geoffrey Scott, OSB, to be head of Douai school, Reading, on the retirement of **Fr Wilfrid Sollom OSB** in July.

Mr Roy Frost, senior manager of Bishop Burton college of agriculture, Beverley, to be the East Midlands agent for the Department of Education and Science's PICKUP (Professional, Industrial and Commercial Updating) Programme.

Dr Harold Silver, former principal of Bulmershe College of Higher Education, Reading, has been awarded a DLitt in education and history by the Council for National Academic Awards.

CONFERENCES...

March 4 and 10
Utilizing the environment in educational studies with visually-handicapped people at Ashorne Hill College, Leamington Spa and *Indoor sports and games with visually-handicapped people over the age of 8* at Loughborough University. Details of both conferences (fees £15) from the Administrator, Royal Institute for the Blind, 13 Warwick New Road, Leamington Spa CV32 5JB.

March 7
Jobs and the environment Oxford Polytechnic conference on job creation through environmental protection and improvement. Speakers include Michael Heseltine and Jonathon Porritt. Fee £5. Details from Carolin Tidbury, Faculty short course unit, Oxford Polytechnic, Headington, Oxford OX3 0BP.

March 14
Thames Association for Early Education conference on the four-year-old in school at Essex Institute of Higher Education, Brentwood. Speakers include Pam McClay, HMI. Fee £1.25. Details from Mrs Hilary Bates, Essex Institute of Higher Education, Sawyers Hall Lane, Brentwood.

March 14
Arts in education organized by the south-east branch of the National Association of Primary Education at Thames Polytechnic, Avery Hill Campus. Speakers include Henry Pluckrose, Kate Castle and Pauline Tambling (Royal Opera House education unit) and John Hodgson (National Trust). Fee £2 (£3 non-members). Details from Janet Braisted, Castilion primary school, Copperfield Road, London SE28 8QA.

March 14
Parents and professionals organized by the Association for Child Psychology and Psychiatry (Welsh Branch). Non-members welcome. Details from Niels Seaton, School Psychological Service, Hendrecafn Road, Penygraig, Rhondda, Mid Glamorgan.

March 19 and 26
1981 Education Act – the implications at Hinchingbrooke Hospital, Huntingdon (March 19) and *19-plus transition to what* at GLAD premises, 336 Brixton Road, London SW9 (March 26) organized jointly by Royal Association for Disability and Rehabilitation and MIND, the national mental health campaign. (Fees £20). Details from Jane Morrison, conference officer, RADAR, 25 Mortimer Street, London W1N 8AB.

COURSES...

April 2–4
GCSE religious studies – Professional Council for Religious Education course on developing teaching skills and assessing GCSE with Bill Greenwood at West Hill College, Birmingham. Details from PCFRE (Examinations Committee), Lancaster House, Borough Road, Isleworth, Middlesex TW7 5DU.

April 10–15
Media education: what, why and how? – a residential course at Christ Church College, Canterbury, for teachers in primary, secondary and further education who want to start teaching about the media. Primary teachers are particularly welcome. Fee £120, a limited number of bursaries are available. Closing date March 10. Details from Julie Maher, British Film Institute, Education Department, 81 Dean Street, London W1V 6AA.

April 11–15
Special needs: Easter study course at Chester College for teachers, psychologists and other professionals concerned with ESN pupils. The course directors are Anton Florek and Marian Appleton and the course tutors are Dr Frances Link on "Instrumental enrichment" and Mr Mel Ainscow on "Changing roles". Details from Marian Appleton, Chester College, Cheyney Road, Chester.

EVENTS...

February 23–28
Half-term activities at the National Maritime Museum neighbourhood week, London SE10 including films, planetarium shows and free guided tours. Adventurers aged 6 to 16 will be challenged to maritime tasks. Full programme of events from the museum.

February 24
Research on Sex Education meeting at the Family Planning Institute, 27–35 Mortimer Street, London W1, with Charles Forster on the work of the Sussex Aids Help-line. Details from Joyce Rosser, Secretary, ROSE, 01-631 0555.

February 25
Education and training – taking up the challenge West London/Kensington branch of the Institute of Personnel Management with Cynthia Watmore and Raymond Gould at the Victory Services Club, 63 Seymour Street, London W2 at 6.30pm. Details from Mr B Anderson, vice-chairman, IPM Kensington Group, 17 Keswick Avenue, Merton Park, London SW19.

INFORMATION...

Silver jubilee
Details of the Christ Church College silver jubilee reunion on April 11 are available from Mrs E Barford, The Christ Church College Association, 23 Kent Avenue, Maidstone, Kent.

PUBLICATIONS...

Summer Schools
The Independent Schools Information Service publish a free guide to summer schools at independent schools for children and adults. It is available from Summer Schools, ISIS, 56 Buckingham Gate, London SW1E 6AG. Please enclose two first class stamps for every brochure required.

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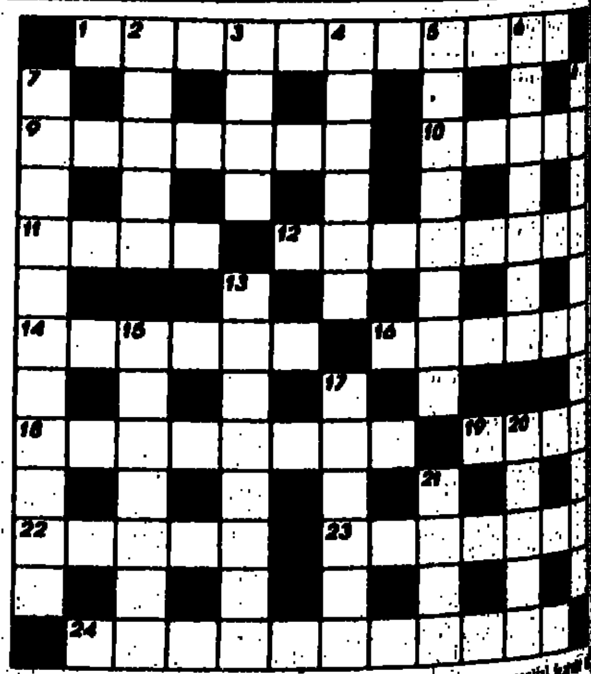

Across

1 Parliament of the Church makes men twisters (11)
9 Where to find fruit or tea on the way (7)
10 Join number one, getting equal first (5)
11 Furnace where link is forged (4)
12 Reason why there's music in the air? (4-4)
14 Take some back to quarters (6)
16 Be inclined to receive support from others? (4, 2)
18 Advances or returns (8)
19 Pretty loud music (4)
22 Get up about mid-morning to wash (5)
23 Eggs turn into cheers (7)
24 He prefers to be a man lacking spirit (11)

Down

2 We hear forty of the Romans do better (5)
3 After tea make a half century, or a duck (4)
4 People enter for this sort of sport (6)
5 He ignores national customs (8)
6 One impression of the publishing trade (7)
7 Librarians, perhaps, may fine them (4-7)
8 Band that is an essential featu the match (7, 6
13 This artist dra tires on his (8)
15 Complicated ter beat (
17 On a winding shows still (
20 A team away (5)
21 Never-ending ble for a bid

Solution to puzzle 29

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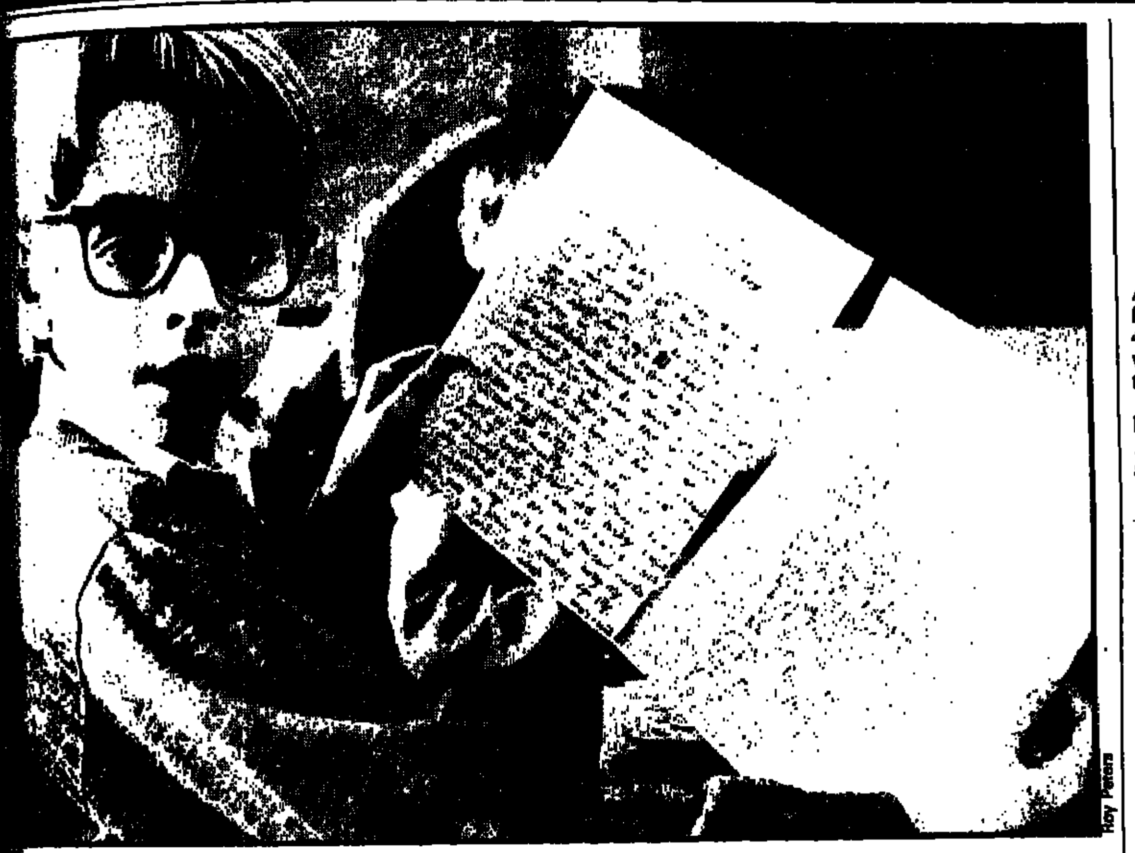

Roy Peters

ellers from America: 28 pupils of Cherry Orchard primary school in Handsworth, Birmingham, are taking part in a s pen-friend project with children from a school in Setauket, Long Island. Nine-year-old James Fisher (above) reads e notes from the latest monthly transatlantic dispatch.

Ill wind blows for new Whitehall film

by Barry Hugill and Cynthia Body

A Government film has become the first victim of the controversial Section 45 of the 1986 Education Act which warns schools against introducing political bias in the classroom.

Alliance-dominated Cheshire has banned a Ministry of Defence film, *Keeping the Peace*, because it is, according to county council leader Mr Andrew Stunnell, "propaganda".

Teachers showing the film could face prosecution because they would be in breach of the section of the Act which forbids political propaganda in the classroom, he claims.

According to Mr Stunnell, the film – which is concerned with justifying the Government decision to scrap Polaris in favour of Trident – is propaganda and to show it in schools would be to contravene Section 45 of the 1986 Act.

The section states that school authorities "shall take such steps as are reasonably practical to secure that, where political issues are brought to the attention of pupils . . . they are offered a balanced presentation of opposing views".

A spokesman for the Department of Education and Science said there would be no problem in showing the film, provided pupils were also presented with an opposing view to that contained in it.

One way to avoid prosecution would be for schools to reintroduce that old cinema favourite, the double feature.

An obvious counterbalance to *Keeping the Peace* would be the famous 1960s film, *The War Game*, or the recently released Raymond Briggs cartoon film, *When the Wind Blows*, which portrays the slow deaths of Mr and Mrs Bloggs from the after-effects of a nuclear attack on Britain.

In the House of Lords last week, the Conservative education spokesman, Baroness Hooper, warned that any school wishing to show it should bear Section 45 in mind.

But, says the DES, it would be perfectly all right to screen it, provided an alternative view was presented.

In reality, few schools could possibly afford to hire a guaranteed box-office success like *When the Wind Blows*. But the MoD film is free and *The War Game* available for a nominal fee.

Union branch set to reject strike call

by James Meikle

achers in Bedfordshire are set to atter the joint union campaign to rike against the Government's Pay d Conditions Bill.

The county executive of the National sociation of Schoolmasters/Union of omen Teachers says a straw poll dicates 60 per cent of its 1,200 local embers are against strikes – and there widespread opposition to staging llies or any other industrial action in ity with the National Union of eachers.

The NUT is blamed for "selling the achers down the river" at pay talks st November. NAS/UWT members el the NUT tried to fix a political deal th the Labour-led local authorities, ve away too much and still failed to p the Government imposing its own y levels, career structure and conact.

Mr Tony Callaghan, secretary of the dfordshire NAS/UWT, said members uld support passive resistance ainst new contracts – for instance nding staff or parents' meetings but t speaking. They did not want to ike and save more money for local thorities or the Government.

Mr Callaghan said: "We have been ting cat and dog because we don't ee with NUT policy. We think we e pretty typical of NAS/UWT up and wn the country."

y bill demonstration planned – page 5

HMI damns 'shabby' A level classrooms

by Sue Surkes

Only one out of twelve schools and colleges surveyed by Her Majesty's Inspectors taught A level students in physical conditions considered adequate, says a report.

Many A level classes took place in rooms that were "often bare, at worst shabby and featureless". Furniture was sometimes worn, blackouts were not always available for films or slides to be shown, and access to audio visual equipment was often a problem.

These are the findings of an HMI study of A level provision based on visits to five secondary schools, two sixth-form colleges, four colleges of FE, and one tertiary college.

One institution was forced to send students home when they had no time-tabled lessons and wanted to work on their own because private study space was lacking.

In another, pupils sat on the floor in corridors to do private work, even though all teaching rooms were not in use at the time.

"Although excellent displays of work and other materials were seen, and the methods of some teachers compensated for the inadequacies of the environment, it was unfortunate that much of the learning took place in dispiriting physical conditions."

During the course of their visits between 1984 and 1985, the inspectors also found a lack of planning.

They said that "the interrelationships between the different elements of the students' programme was rarely considered".

In their report, they warn of the dangers of narrow interpretation of the syllabus. Having compared the examination results of the institutions they visited, they found no evidence to suggest that students who had followed courses based on such narrow interpretations did any better than pupils whose study also emphasized broader goals.

They also found that, while most A level teachers were well-qualified, relatively few had had any directly relevant, recent professional training.

Inspectors found much to commend during their visits. Some A level lessons, for example, provided a balanced range of activities which went beyond the demands of the examination syllabus and involved a high degree of student participation.

Attempts were made to smooth the path from pre-16 to A level study. And sensitivity was shown to individual circumstances in the area of entry requirements.

● Criticisms of A level accommodation are echoed in an HMI report on the teaching of English literature published earlier this week.

During visits to 20 comprehensive school sixth forms in 1985, the inspectors found some A level teaching rooms to be "featureless and depressing", with a starkly institutional atmosphere. "It is a pity that shabby and dispiriting accommodation should be so generally characteristic of the places where imaginative literature is taught," their report says.

The inspectors found that in written work, the looming shadow of examinations often led to "a packaging of ideas to please rather than the careful articulation of thought and feeling". Questions from the teacher were sometimes "narrow or obscure, with a preconceived notion of the 'correct' answer, at which students aimed optimistic but erratic guesses."

Experiencing A level – Aspects of Quality and *A Survey of the Teaching of A Level English Literature in 20 Mixed Sixth Forms in Comprehensive Schools* are available from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ.

CTCs: guarantee of security

Safeguard for city sponsors

The Government is working on a scheme to protect the investment of companies who sponsor city technology colleges in the event of a Conservative defeat in the general election.

Firms are being asked to donate sums over £1 million to buy disused schools that could be converted into CTCs. But it is understood that, as yet, few firms have responded positively, partly because of the fear that a Conservative defeat would lead to a withdrawal of support.

The Government's scheme would enable a company to buy a building from a local authority with the option of reneging on the purchase if, within 18 months, a Government hostile to CTCs was elected.

Contracts of this nature would be unacceptable to Labour councils and the Government has accepted that CTCs will probably have to be sited in Conservative authorities.

Man with a mission – page 7

HIS WEEK

OMMENT 2
LATFORM 4
IARY 5
RIMARY 8
CHOOL TO WORK 15
VERSEAS NEWS 16, 17
ETTERS 18, 19
ALKBACK 20
EATURES 21–23
EVIEW/BOOKS/ARTS 24–30
OURCES/MEDIA 31–33
ONAL COLUMN 80
ICEBOARD
CROSSWORD
ASSIFIED 34

. . . and education 2, 3

Power and accountability 4

Bridging the gap 23

Kipling – a revaluation 25

TV smart 31

EXTRA: Home economics 37–45

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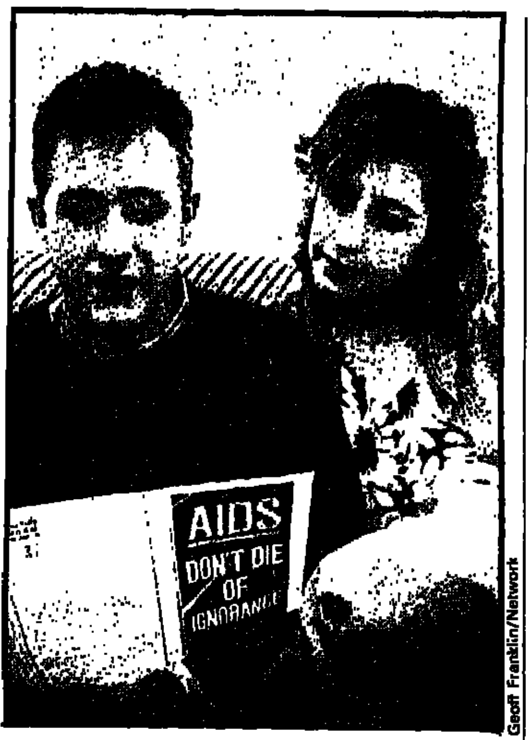
Melting the iceberg

The spokesman from Yorkshire Television who described Aids this week as "the greatest health emergency of the century" was voicing what ought to be universally regarded as a truism: the TV campaign which he was helping to launch is predicated on the fact that that understanding is still far from universal.

But consciousness is changing at a dizzy pace. A mere 24 months ago London Weekend could entitle a programme *Aids Scare: Fact or Fiction?* Next Friday, LWT will broadcast *Stars Against AIDS*, a 90-minute special deploying Peter Gabriel, the *Spitting Image* puppets, Robert Elms and many other heroes of the young in an attempt to get the message across.

The Times columnist who last week castigated the Government's iceberg advertisements as being "patronizing" and "irrelevant" because they talked about "gays and straights" – because they used street-cred slang rather than Oxford English – was displaying astonishing obtuseness in the face of the obvious. Those ads may indeed be mockably dramatic, and they may indeed fail to hit any social target properly in the centre, but they do reflect the Government's awareness that "ordinary", "middle-class" language is not sufficient to reach the groups currently most at risk.

How will the consensus have changed a year hence? Calls for cards to be carried by everyone proving they have been tested for the disease are already being heard, though the notion is thought extreme. It's a fair bet that hospitals at least will insist on a test for all patients in the not-so-distant future; closed institutions, whether penal, military or educational, are likely to follow the same route, as common sense dictates. Sentences for rape are now beginning to be handed out in the awareness that lethal infection may be a possible long-term consequence. Leper colonies for Aids victims may not be on the British agenda for the foreseeable future, but they will certainly become a feature in more regimented and more brutal societies. We ain't seen nothing yet.


Geoff Franklin/Network

But we have seen the burning of Aids victims' homes, and the hounding of them out of jobs: persecution has begun in Britain, and it will certainly get worse. The public education campaign which the TV companies are about to launch is both laudable and sensible in its assumption that it must use a plethora of voices in order to address its many audiences. We are advised to keep an eye on *EastEnders* for the impact of the disease on soap opera. Central TV are about to screen a four-part serial about a heterosexual businessman who goes down with it: Daniel Massey and Claire Bloom will star. A recent tabloid headline read: "I wanted to give my wife a baby, but I gave her Aids instead": television may be the country's prime educator, but the tabloids, those often regrettable alternative educators, have in this case got there first.

The impending abolition of the Health Education Council, and its replacement by a body directly answerable to the Secretary of State at the Department of Health and Social Security is a somewhat inauspicious step at this juncture. The Government may currently be acting wisely in the emergency, and the Council may have been a paper tiger, but we can ill afford to lose an independent voice. The HEC may not be irresponsible in the way publishers are (see page 28), but both they and the Department of Education and Science have been regrettably slow in their response to the crisis. Next week *The TES* reports on a variety of local education authority responses, and it will be clear from these that Britain's professional educators are in some confusion as to what to do.

Some teachers think that, by giving school governors authority over sex education, the Government has made teaching about Aids even more problematic than it need have been. You can't discuss the disease intelligibly without recourse to precise anatomical descriptions, and you can't issue meaningful warnings about practices to avoid without describing those practices. Many staff will already be quietly getting on with the educational task, others are likely to fall foul of parental or gubernatorial disapproval when pupils go home with tales of what they have been taught at school.

The TV campaign – page 3
The publishers' response – page 28
Aids videos – page 34
Sixth-form broadcast – page 35

The BBC said this week that it fully expected the forthcoming campaign to give offence in some quarters: the probability of offence being taken at Aids education in schools is very much higher. The post-Gillick ruling, which theoretically permitted professional workers (including teachers) to give contraceptive advice to under-16s without the agreement of their parents, may well be invoked in the near future.

On the other hand, Aids has greatly strengthened the argument of those who think sex should be taught about in a moral context. Moral laws based on religion may only hold sway among a minority, but moral laws based on society's need to survive are a universal imperative.

COMMENT

Inverness and Surrey

One of the worst things about the saga of Kenneth Baker *versus* the teachers is the appalling pressure it puts on comment writers in *The TES* to keep pace with the running story!

Two points this week. First, reports on Tuesday indicated that Mr Baker is planning to carry his fight with the teachers to the parents by matching any decision by the unions to call for strikes with an advertising campaign. This would have to wait for the Bill to become law (about three weeks hence) and concentrate mainly on facts of the pay award and the teachers' contract.

Parents would be told how much money the teachers were being paid and what they were supposed to do for it. The inference would be that, if teachers refused to work normally, parents should put the boot in; and if local authorities failed to enforce the contract, parents should sue them.

This simply bears out earlier reports that the Government intends to counter-attack hard if the unions call out their members. The aggressive nature of this week's reports probably signifies Mr. Baker's instinct to get his retaliation in first and discourage teachers from supporting strike action in the ballot. Without wishing to kow-tow to these strong-arm manoeuvres, many people will note the tactics which the Government is adopting and question the wisdom of any widespread industrial action till the unions have gone over the new rule-book with a fine-tooth comb. Mr Baker is in a strong position: parents and the media are more likely to see his point of view than the teachers.

Second, there is Mr Kenneth Clarke, the Paymaster-General, and his plea for an end to national pay bargaining. The example he gave was singularly inept. Why, he asked, should the music teacher in Inverness earn the same as the maths teacher in Surrey? As it happens, they almost certainly don't earn the same. The Surrey mathematician has, till now, come under Burnham and may or may not also get the outer London allowance. The Scot, on the other hand, blows his/her bagpipes under the Scottish Joint Negotiating Committee for Teaching Staff in School Education, the STNC/SE. This mouthful continues to afford the teachers the right to negotiate their salaries, notwithstanding what Mr Baker has done to Burnham.

As for differential pay, it is not obvious at this stage what the Government has in mind. The 1987 Act will permit the Government to impose regional variations. Is this just to be an extension of the principle already behind the London allowance – say four or five salary bands for the whole country?

This would neatly reproduce the sort of arrangements in operation before Burnham was established in the early 1920s. These have obvious difficulties and rigidities (which explain why they were ended) but could be made to work without too much difficulty (and without much point). To be radical, however, Mr Baker would have to move much farther down the road of local salary determination and abolish national scales altogether. But where would this leave him and his interim advisory committee?

Less cant, more action

It is not surprising that the preliminary messages coming out of the Department of Education about plans to set up a review of A levels are confused, to put it mildly. This government has always been torn between its perceived obligation to pose as the guardian of traditional "standards", and its passionate desire for a radical shake-up.

So it is with A level: we are given to understand that the review committee will not be able to consider the abolition of A level, and will be told to maintain and improve standards, but that it will also be asked to find ways in which exams could give pupils a chance to study a wider range of subjects.

Yet another set of conflicts will emerge when it is required to reconcile the new examining methods and philosophies of GCSE with the traditional standards of A level.

This week we have the HMI survey of English literature teaching in 20 schools to illuminate just what traditional A level standards mean in practice in one subject. There were exceptions, but the general picture, elegantly painted (it's a relief to discover that HMIs in English, at least, can still turn a stylish phrase) is one of narrow teaching in the shadow of the exam "which had the effect of shrouding the vitality of literature in an air of gloomy retribution".

To whom is responsibility for this kind of teaching to be attributed? HMI itself is even-handed; it says it may, in part, be a reflection of traditional examining methods and their associated classroom pressures. But it also points out that there have been a stream of complaints from exam boards about the stilted and impersonal responses of A level candidates in English literature.

Meanwhile, in a very different subject, mathematics, the demand for change at A level is increasingly urgent. On the one hand, teachers see the need to mesh A level in with the new approaches at GCSE (see Chris Waddington's article on page 23). On the other, Professor Geoffrey Howson and others have argued powerfully for more accessible and relevant courses.

And out in the universities – generally seen by the teaching profession as the villains of the A level piece – the vice-chancellors (if not, as yet, the heads of their specialist departments) are calling for broader sixth form courses on the lines of the French *baccalaureat* or West German *Abitur*.

So there is every reason to hope that Mr Baker's new committee is given wide terms of reference; that the messages about change are stronger than the messages about preservation of A levels; and that, as happened to some extent with the GCSE, it is tacitly agreed that the best way to reconcile the conflict beween preserving standards and meeting new circumstances and demands is to set *new* standards.

...no comment

"The education budget has been running at a £20 million deficit for the last three years and I am confident we will be able to keep it at that level."

Mr Dominic Brady, chairman of Liverpool education authority, reported in the *Liverpool Echo*.

Second Opinion

English, the stepmother tongue

During the last quarter-centu of Her Majesty's Inspectors of have demonstrated their prof and intellectual unfitness fo office. The latest example i much-vaunted approval for of Punjabi in the curriculum of where "more than half the c come from Punjabi-speaking h

This can only be harmful t pupils, and must inevitably re ability to adapt to the English ing environments in which the grow up, and in which it is they should be as articulate i as their fellows from purely E speaking homes.

These children of Punjabi-s parents are already, or will s naturalized as, British citizen will have to fill in forms, q questionnaires in English civil s jargon, and to converse in Engl spoken today, often inarticulate half-mumbled, like much of it on and television.

It is important they be help acquire a large vocabulary in E and a good grasp of the mean connotations of words. If they speak Punjabi at home, this w vide the children with knowle that language.

Experto crede. I am a son of re from religious persecution in Russia in the late 1890s.

My father had taken pains t English at night school as soo could earn the fees required. pronunciation was comically by the belief that English spel guide to its pronunciation. My never learnt to read Engli picked up its pronunciation f and from our maid when la able to afford one. The role of rant children in teaching Eng their parents, especially their m who lead sheltered lives at hom very important one. At hom parents conversed always i Lithuanian version of Yiddish.

There was never any sugg much less prompting, that I Yiddish; nevertheless, while lis to my parents I became fluent in by 11 or 12-years-old could pass off to Yiddish-speaking immigra one of themselves. But this in interfered with my grasp of Eng This my father fostered by buy second-hand books, including a cyclopaedia and a set of Macaula *History*.

My bilingualism gave me a advantage over purely English-sp ing boys when I passed into a gra school, because I already sa idiomatic expressions in one lan could be nonsensical if translated ally into another. French and Ge idioms I accepted spontaneous such, and as needing special ca translation.

Children of Punjabi-speaking rents would enjoy similar adva so long as they were taught by English-speaking teachers at sch

It is lamentable that it sho necessary to explain this to inspectors blinded by precon to what is in the best interest of children in schools in Southall London) and it is a measure of unfitness to advise teachers. who gave their approval to teach Punjabi should be seconded mediately to teaching in p schools where there are large of children of immigrants, made to spend at least a year English there, followed perhaps another year in a large and comprehensive. That should their minds.

I A Sh

I A Shapiro is an honorary fellow Shakespeare Institute, and a lecturer in English at the Univ Birmingham.

NEWS

Both the Government and the biggest teachers' union are publishing documents about how to deal with the problems of Aids in schools and colleges

Spreading the word, not the virus

by James Meikle and Diane Spencer

The National Union of Teachers is today publishing a document for its 200,000-plus members aimed at reassuring them about the dangers of being infected by Aids through school.

This coincides with the announcement of a nationwide, week-long public health education campaign on the subject, to be mounted by independent television companies and the BBC.

According to the NUT, proper hygiene procedures are all that are needed to protect children and staff from infection – and children carrying the virus pose no risk in normal school surroundings.

The document adds that teachers should be told about a child's health – but strict confidentiality must be maintained to protect against victimization stemming from unfounded fears about the disease.

The document points out that no case of infection in either this country or America is known to have been transmitted at school, nor has the virus that can lead to Aids been spread through casual contact.

Teachers should therefore not worry about handling objects used by an infected person. There is also no need for separate toilets, crockery or cutlery. The number of children carrying the virus is small, says the NUT. Children affected are either born to infected mothers or were among 245 haemophiliacs treated with contaminated blood clotting products before 1985.

Mr Doug McAvoy, the NUT's deputy general secretary, said: "Local authorities have a duty to ensure that adequate toilet facilities, cleaning equipment and first aid supplies are available in all schools to allow proper hygience measures to be followed.

"This will protect the health of all our pupils and teachers and make identification of carrier children unnecessary in most cases."

The week-long health education campaign starts on Friday, February 27 with *First Aids*, a 90-minute entertainment and current affairs spectacular. It continues with documentaries, phone-ins and advice slots.

Radio 1 and Central Television have aimed programmes specially at teenagers. Central has based five, 10-minute programmes in a Nottingham coffee bar where young people talk frankly about their worries. But the series, called *Coming Soon*, has its lighter side with sketches from entertainers like Wayne Sleep.

Radio 1 is repeating an updated version of a 45-minute programme, *Play Safe – Aids and You*, first broadcast last December.

First Aids, which is repeated twice, features rock stars, comedians and medical experts appearing before a studio audience of 15 to 25-year-olds.

● Every teacher in the country – primary, secondary, state and independent sector – is to receive a booklet from the Department of Education and Science offering guidelines on teaching about Aids.

Mrs Angela Rumbold, Minister of State for Education, told the House of Commons on Tuesday that the booklet would enable teachers to "authoritatively" answer pupils' questions about the disease. She agreed with MPs that under the 1986 Education Act, governing bodies would be able to dictate what was taught in sex education lessons but added that the Government wanted all schools to have teachers who could teach about Aids.

Mr Giles Radice, Labour's education spokesman, has welcomed the booklet, but is demanding to know how guidance on Aids could be guaranteed to children in schools where the governors decide that sex education lessons should not be provided.

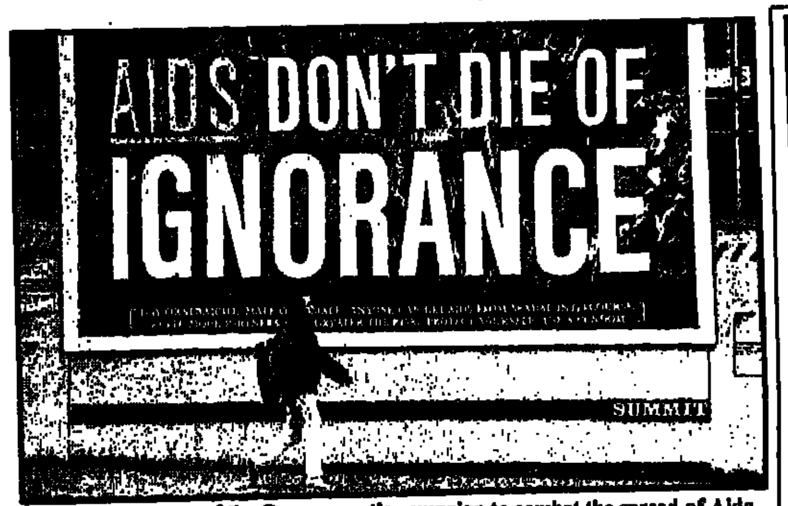
Head tailors two days of lessons

The head of a Cheshire high school has taken the first step in starting Aids education for more than 1,000 pupils at his school by staging two days of instruction.

Mr Michael Carding, head of Bishop Heber County High School, in Malpas, Cheshire, devised ways to explain the danger of Aids. He was assisted with his programme by Mrs Jane Collins, the former acting head who is now on secondment to research health education in schools.

A health visitor talked to the youngest pupils, girls and boys from 11 to 13 years in the first and second years. For third-year pupils, discussion of the effects of the Aids virus was included in their microbiology curriculum. Older pupils, from fourth-year 14-year-olds to sixth-formers, had a special talk and discussion session, led by Mrs Collins.

A letter was sent to all parents, telling them that the Aids instruction and information course was to take place. Although a few parents of first-year boys expressed misgivings, no pupil was withdrawn from the classes. Most of the pupils come from rural areas.



Poster power: part of the Government's campaign to combat the spread of Aids

Closer health links urged

A closer relationship between health and education authorities to help with emergencies created by Aids or infectious diseases, was advocated this week by a senior education officer.

Mr Richard Ely, the deputy county education officer for Dorset, said relations must be improved to support schools when they face a crisis.

Schools needed advice from health as well as education officers when, for example, they found they had a haemophiliac pupil with learning difficulties who had also developed Aids antibodies.

Other practical problems arose when, for instance, there was an outbreak of glandular fever.

In Dorset a health education adviser had been appointed to the education department, funded by the East and West Dorset district health authorities because the education authority could not afford it.

Mr Ely was addressing a working group of health and education experts at a 450-strong conference on The Child Health System – a computerized scheme for monitoring data on children's health.

Sue Surkes spends a week with the House of Commons Select Committee on Education as it travels the country gathering evidence on special needs

MPs on inter-city line to integration

It was a busy day for several of Sheffield's city councillors when the Commons' select committee on education hit the town to scrutinize implementation of the 1981 Education Act on special educational needs.

After surviving a series of searching questions on a range of issues, they had to rush away to another meeting to discuss a 5–10 per cent council budget cut expected as a result of rate-capping.

The timing was ironic, Mr Peter Horton, chair of the special needs sub-committee, pointed out, because resources for special needs provision were already inadequate. The resources theme was reiterated time and again during the first three days of the committee's investigations.

Under the chairmanship of Sir William van Straubenzee, parliamentary under-secretary to Margaret Thatcher during her days as Education Secretary, the pin-striped brigade began as it meant to go on – by cramming as many school visits, informal meetings and formal evidence-taking sessions as possible into a limited time.

The committee is determined to produce a report, or at least publish its evidence, before an election is called and is hurrying its deliberations along in case a summer date is set.

The Members of Parliament split their first three information gathering days between Hertfordshire, Derbyshire and Sheffield, But for all the geographic and socio-economic differences they might have found (Hertfordshire enjoyed the sun while Sheffield shivered under snow), they discovered the main areas of concern about special needs provision to be substantially the same.

Mr Geoff Lennox, Derbyshire's education committee chairman, began his verbal submission with what had already become a well-worn theme – the shortage of resources. Roughly £3.5 million extra had been pumped into the system to meet the requirements of the 1981 Act and the bill would increase, he said. The introduction of specific grants for special needs would be welcome.

There was widespread agreement that the process under which l.e.a.s have to draw up statements of special needs had proved cumbersome, time-consuming and even unnerving for parents because of the legalistic overtones.

Sheffield's assistant education officer, Mr Malcolm Warrington, said clearer guidance should have been given on the informal stages that precede statementing. He warned that "to place a child in a separate special school without a full assessment may be as damaging as to place him or her in care without formal care proceedings".

The powerlessness of education authorities to secure the services of speech therapists when they were employed by financially strapped health authorities emerged as a major worry, prompting Mr Malcolm Thornton MP to note that points were "well made and well taken".

Another strand of the debate revolved around the need to offer more training for staff in mainstream schools. Mr Martin Coleman, Alliance group leader in Hertfordshire, felt the onus was too often placed on the children to explain their particular problems.

The select committee has yet to take evidence from a range of bodies including the National Union of Teachers, the National Association of Advisory Officers in Special Education and the Voluntary Council for Handicapped Children.

A level plan confirmed

Government plans to reform the A level GCE examining system were confirmed by the Department of Education and Science this week. But a decision has still to be reached on whether to have a review or set up a full committee of inquiry.

The aim is to "strengthen and improve the A level system as time and resources allow", says the DES. "The Education Secretary is now considering how this can be achieved."

Mr Kenneth Baker, the Education Secretary, is most likely to opt for a review, and a small committee is expected to be named soon. One of its tasks will be to consider the role of continuous assessment and the acquisition of specific skills in the light of the introduction of the GCSE.

He has given assurances that the examination – which determines university entrance – will neither be abolished nor reduced in standard.

The review committee would look at ways of giving pupils a chance to study a wider range of subjects.

Squaring up to A level – page 23

"Madesimo and Schoolplan had everything we needed."
Rosie Bell and Tony James,
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Atoms, Energy and Electricity, a teaching resource pack developed in consultation with teachers for use with children in the 9-13 age group, is now available from the UK Atomic Energy Authority.

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(TES)

Philip Merridale (above) argues that local control is infinitely preferable to national diktat

The power and the accountability

Barry Hugill deserves grateful thanks for pointing out (*TES*, February 6) the damage which is being done – not least to the Conservative Party itself – by the constant publication of hypothetical Tory manifesto proposals for education.

Those of us involved in the service should not lament that education is bound to be an important election issue, long overdue for star billing. Nor should we resent searching scrutiny of an element of public expenditure comprising so large a proportion of the total of our budgets. However, anxieties do legitimately arise, and harm is bound to be done, both by the extremism in much of the speculation, and the manner of its release. How did this all come about?

The long period of educational consensus, which some would say bordered dangerously on complacency, was brought sharply to an end by James Callaghan's Oxford speech, coupled with Tony Crosland's declaration "The party is over".

Since then, national governments, of both political parties, have sought means to shape education policy, and relationships between local and national government have become increasingly polarized on party political lines.

Local authorities strove to guard their autonomy against attempts by ministers to use "direct funding" to gain their ends; governments riposted with the use of agencies, such as the Manpower Services Commission, to act as surrogates. A period of high inflation strained the financing of the service and exposed the shortcomings of the system of funding local government. The near total lack of connection between local authority budgets and the ballot box left councils open to the complaint that those who paid frequently had no vote, and those who voted, seldom paid.

The need for national control of public expenditure clashed with claims for local discretion, and brought about a flurry of local government legislation designed to constrain local authorities. These Acts were more productive of heat than light as far as public understanding was concerned, and damage was certainly done to the vitally necessary climate of collaboration between local and national government. "Wildcat" acts of political defiance, at the ratepayers' expense, widened the breach and did little for the good name of local government.

An opportunity for real collaboration was lost when the "partners" failed to agree on a solution to the long-running problem of teachers' pay and conditions. It was a tragedy that factional disunity among teachers' unions, coupled with a refusal to compromise by the majority group of l.e.a.s, should have left Kenneth Baker with virtually no alternative but legislation.

It is not surprising that this doleful series of events should be seen, by some, as incidents in a combat *à outrance* which should culminate in the public slaying of some dragon by some St George. Those who identify the dragon as local councils are now tempted to publish Cromwellian suggestions on the model of Pride's Purge.

Local councils politically opposed to the present Government man their ramparts, and scan the horizon for the prospect of deliverance by "Kinnock's cavalry". Peacemakers are liable to be killed in the crossfire.

In all these circumstances, it is perhaps not surprising that impatience and frustration should drive some people to say that the simplest way to still the conflict is to remove one of the combatants. Some of the recently published proposals are clearly inspired by this view. I would venture a contrary opinion, while admitting the personal interest of having spent a major part of my adult life servicing a county council. What are the arguments?

First, there is the question of financial accountability. At long last, we now see specific proposals in the form of the community charge which will bring about a connection between the ballot box and the spending of local councils, whatever other results it may have.

This reform should do much to promote genuine interest in local democracy and the difference between the profligate and the prudent.

The question would then remain: "Are l.e.a.s worth keeping, even when financially reformed?" The proposals which have recently emerged piecemeal in press reports would answer that question thus:

- teachers should be paid by central government;
- schools should be self-run in an open market;
- higher education should be "nationalized";
- *ergo*, l.e.a.s become redundant with – assumed – large consequent savings in "expensive bureaucracy".

The seductive attractions of such propositions lie in their simplistic nature. They cut through the vexing Gordian knots of complexity, and produce an easily packaged "quick-fix" – or do they? Their basic deficiency is that they are not about what an education authority has to be in business to provide.

The service actually required is a mandatory coherent provision for all groups, and all abilities, from pre-five to post-21, based on the particular needs of a locality and responsive to its wishes. There is no way in which schools or colleges can become isolated islands of self-sufficiency, without the repeal of much of our existing legislation.

☐ First, there are the bread and butter problems, involving mundane matters like tens of thousands of bus-passes, free-meals vouchers and student grants.

☐ Then there are the major tasks relevant to special education, involving the diagnosis and placement of the handicapped at all stages of their education.

☐ Support for schools and colleges must include the services of expensive specialisms, ranging from building supply and maintenance to the provision of para-medical and psychological services.

☐ A curriculum which is rightly becoming more attuned to the work demands well co-ordina tacts, locally arranged, wi ployers. My county, Hampsh cured 13,000 work-experienc last year for pupils, and pl 18,000 next year. Employers n cope with this level of demand host of separate schools indiv

☐ The staff and equipment ne programmes such as TVEI a met by groups of schools, b together for the purpose. This d happen by accident, but by pl

☐ Specially gifted children nee cial opportunities. Hampshire, f stance, runs two full-scale sym orchestras and dozens of o bands. These are brought to through the county music s whose efforts could not be match any single, isolated school. S activities continue in sport, dra dance.

☐ In-service training and staf velopment, to search out the teachers of the future, and t teaching skills, demand both c and funding by the employing authority.

☐ The provision of courses in t al colleges must be based on the of local employers. It is at the level that these contacts are made responses provided by the l.e.a

Effective response must, best come from those who live midst of those they serve, and mandate they must seek. The man of the l.e.a. is always on telephone call away from a p

My final plea, in mitigation sentence, is specific to county and their survival. There is a p attachment among people a county, as those who sought to them have learned to their cost

Councils largely exist as educ authorities, able to muster th sources to provide the whole sp of education within their b Take away this function, and remove the justification.

This development would ca tears to be shed in the Labour P which has publicly pronounced intention to kill off county co The Alliance is wedded to regi which is a euphemism for the thing. Shire counties have for been the heartland of Tory Heart-failure can seriously d your health!

Philip Merridale is chairman o Association of County Counc Hampshire education committ

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Lord's test

his is a story for conspiracy theorists nd involves – you guessed it – the eople's Party. It begins with the elevaon to the House of Lords of Dr Tessa lackstone, master-elect of Birkbeck ollege, London, as one of five new abour peers.

Apart from her impeccable credenls in education – lately as deputy ducation officer of the ILEA – she has a e track record in the Labour Party. In articular, she was a member of the last abour Government's think tank – and right at the centre of policy making.

What is not so well known is that she an unofficial adviser to Mr Giles adice, Labour's education spokesman d, say Labour aides, will become "a ry important figure" in developing ture Labour education policy, both ading up to and after the general ection. This is where the conspiracy enario begins.

If Lady Tessa is to be a big fish in ducation – and in the Lords – what is to ecome of Labour's present spokesan there, Lord McIntosh of Haringey? here is already talk of m'lady becomg a junior minister in any future Labour government.

Any reshuffle will of course not be contemplated before the election, which is all-important. But will there be blood on the red seats and ermine afterwards? Political observers with long memories will remember Lord McIntosh, the former leader of the Greater London Council Mr Andrew McIntosh, was given a seat with their Lordships after being ousted in the oup led by Mr Ken Livingstone.

Now you see us . . .

Another spawn of that endless pool of talent, the ILEA, is Mrs Deirdre Wood, Labour candidate in the Greenwich by-election. She and the Conservative hopeful, Mr John Antcliffe, showed just how high they – and by implication their two great parties – place the issue of parent-power in their electoral priorities. Both political camps originally gave firm undertakings, according to the organizers, to appear on a platform to discuss education issues.

Imagine the disappointment of the organizers, the All-London Parents' Action Group and the Blackheath association of the Campaign for the Advancement of State Education, when both cried off at the last minute. Their excuse was they had never agreed to appear in the first place.

Only the SDP candidate, Mrs Rosemary Barnes, gave her wholehearted commitment to appear, although when pressed, Mrs Wood did promise to pop in for 15 minutes. What power, one wonders, can parents expect to command with the politicians *after* the general election?

Halls of shame

With the now almost universal spread of mixed halls of residence, you would expect university and polytechnic students to figure high in the Government's concern about the spread of Aids. Not a bit of it.

Despite a pledge by the DHSS to leaflet every household in the country warning people not to die of ignorance, there have been howls of complaints from several students' unions that students in halls of residence have been kept in the dark.

Some have made good the shortfall by sending out information leaflets prepared by the National Union of Students, while Bristol University has taken advantage of glossy warnings printed by their local television channel, HTV. Durham University students, who have so far received nothing, are currently waiting for 6,000 leaflets from the Aids charity, the Terence Higgins Trust. These, says Durham NUS president Ms Kate Ross, are better than the DHSS ones, because they are more candid, more explicit.

"I think it's terrible that 6,000 students were overlooked – all of them young people obviously forming sexual relationships," she said.

Acronym

James Meikle reports on the latest developments in the controversy over teachers' pay and conditions

Unions ballot over half-day strikes

Hundreds of teachers are expected to demonstrate outside the Houses of Parliament next week as the Bill removing their negotiating rights enters its final stages.

The three biggest teachers' unions are holding ballots on half-day strikes next month and representatives from all over England and Wales plan to join the London protest on Wednesday or Thursday which will coincide with the Bill returning to the Commons after a trouble-free passage through the Lords.

The Secondary Heads Association may also join the rally at Westminster although members will not take industrial action.

Employers' leader Mr John Pearman made a third attempt to meet Mrs Thatcher to urge her to drop the Bill, saying Mr Kenneth Baker, the Education Secretary, had so far "ignored" the views of the local authorities.

But the Prime Minister is expected to refuse to intervene directly while her Government planned another advertising campaign to "inform" teachers and the public of the offer.

This campaign is unlikely to be launched until the middle of next month, after the legislation is on the statute book and will have to be carefully worded to avoid falling foul of rules against propaganda.

The advertising was planned before the renewed strike action was threatened and will probably be similar to the £250,000 campaign in which Mr Baker outlined his structure and conditions package shortly before the local authorities and teacher unions negotiated their own.

However, union leaders are annoyed at the implication that they do not represent their members although they say Mr Baker's intervention in the autumn seemed to intensify calls for industrial action.

The Assistant Masters and Mistresses Association became the third union to organize a ballot when its executive voted 75–0 to recommend half-a-day's strike on a day to be determined.

Leaders of the traditionally moderate union say the ballot call is an indication of feeling at Mr Baker's plans to end a "basic democratic right".

The suggested action does not go as far as that being voted on by members of the two TUC-affiliated unions, the NUT and the NAS/UWT. Their joint ballot asks: "Are you prepared to strike and take action short of a strike?" The unions plan first a rolling programme of half-day strikes and rallies over two weeks from March 9, but other disruptive measures will be discussed shortly before that.

- College lecturers and their employers will meet next Thursday to discuss pay and conditions for the first time since the National Association of Teachers in Further and Higher Education ,walked out of talks in October.

Natfhe began an overtime ban in January and threatened more industrial action. The employers say they have always been prepared to meet again. The smaller non-TUC Association of Polytechnic Teachers will not be involved, however, because they are not on the national joint council, the non-statutory conditions body, which meets next week.

That lack of representation will soon be ended by the Bill ending negotiating rights for teachers. The Government is leaving the new machinery for determining pay to unions and employers 'but says APT must have a voice.

Three hundred members of the council of the Association of University Teachers meet tomorrow to decide whether to support their executive's "reluctant" recommendation to accept a pay offer from vice-chancellors. This would give staff a 16 per cent rise backdated to December with another seven per cent in March 1988.

Back again: teachers demonstrate over pay in September 1985

Reasons to be regional

"Why should a music teacher in Inverness earn the same as a maths teacher in Surrey?", Mr Kenneth Clarke, the Paymaster-General, said in a BBC radio interview last week.

He was expanding on a speech he had made to the City University business school in London the night before. "I see no reason why bank clerks, civil servants, and teachers are paid the same irrespective of whom they work for and in which part of the country they live . . .

"An efficient and effective labour market would respond with differential rates of pay for companies, industries and geographical areas . . . In the public sector, virtually all employees are covered by national agreements. Where the Government is the employer, we will seek to gain acceptance of a wider geographical variation in pay rates."

Mr Clarke wanted to get rid of the annual pay round, comparability, job evaluation, and national pay bargaining, so leaving the way for a system that rewarded merit and performance.

The speech added fuel to the debate opened by Mr Nicholas Ridley, the Environment Secretary, last year, who said local authorities could opt out of national agreements if they could not afford them.

When the Teachers' Pay and Conditions Bill becomes law it will give Mr Kenneth Baker, the Education Secretary, or a successor, the power to "make different provision for different cases, including different provision for different areas". The Government, of course, does not employ teachers directly, but it seems some ministers want to encourage geographical salary differentials for those professions where the taxpayer meets a major part of the cost.

Education spokesmen taking the Bill through the House of Lords have been keeping their options open. Lord Belstead, answering Labour's Lord Stewart at the Bill's Second Reading last month, said the provisions would enable London and special school allowances to continue. "The Government has no radical proposals for regional or other pay differentiation, though this is an issue which might in due course be considered by the advisory committee."

Baroness Hooper, the deputy education spokesman in the Lords, gave the Upper Chamber examples during the Committee Stage on January 26 of different pay and conditions such as those "between teachers in schools and peripatetic teachers".

Opponents of regional differentials argue that separate pay arrangements could accentuate the north-south divide.

However, because local authorities and churches are the main employers of teachers, the Government may in the end decide that the new hierarchy of promotion posts, on top of national agreements on basic pay, and locally organized sweeteners such as "disruption allowances" would be more flexible than regional pay systems.

Ulster staff worried by threat to salary levels

Fears that teachers in Northern Ireland could end up earning less than their counterparts in the rest of the United Kingdom were voiced last weekend.

Delegates to the Northern Ireland conference of the National Association of Schoolmasters/Union of Women Teachers rejected moves by other teachers' unions in the Province to start separate negotiations with their employers over pay.

In the past, the teachers have normally received the same increase as that agreed in the Burnham Committee – which has negotiated pay but is now being wound up by the Government.

Last weekend's conference heard arguments that independent negotiations would lead to regional variations in salaries, leaving Northern Ireland teachers' pay subject to the laws of supply and demand. This would make the Province, with some 2,000 unemployed teachers, an immediate target for lower rates.

"One need only break parity once and the concept is gone for good. Having kicked away the support of parity, salaries will go down," Belfast delegate Mrs Daphne Gray asserted.

The conference called on the other unions – the Ulster Teachers' Union and the Irish National Teachers' Organization – to be wary of playing into the hands of a Government which favoured lower rates of pay for the regions.

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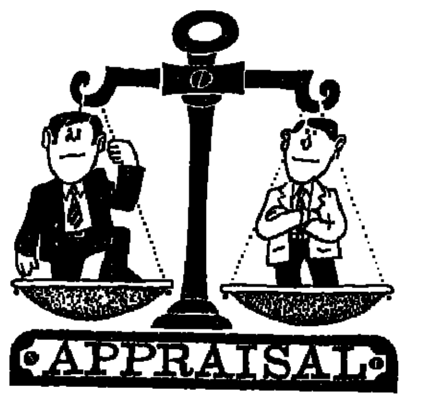


Pilot teacher-appraisal schemes are about to be launched in six local education authorities. *TES* staff report on the preparations for their introduction

Trials jeopardized by resentment over pay

by James Meikle

Teacher unions will decide next month whether to withdraw from pilot schemes on appraisal.

There is heated debate whether appraisal, long-desired by ministers and now firmly embraced in principle by teachers, should fall foul of the resentment generated by the prospect of a Government-imposed pay package.

Supporters of the pilot scheme argue that the long-term interests of the profession will not be served by making appraisal a victim of further disruption. At the same time, the Government, which already has the power under the 1986 Education Act to impose regulations for appraisal, recognizes it needs the co-operation of the teachers.

The Department of Education and Science is paying £4 million over three years for trials in Croydon, Cumbria, Newcastle-upon-Tyne, Salford, Somerset and Suffolk. A national steering group with representatives from the DES, local education authorities and the unions is monitoring progress, while local groups will oversee the individual schemes.

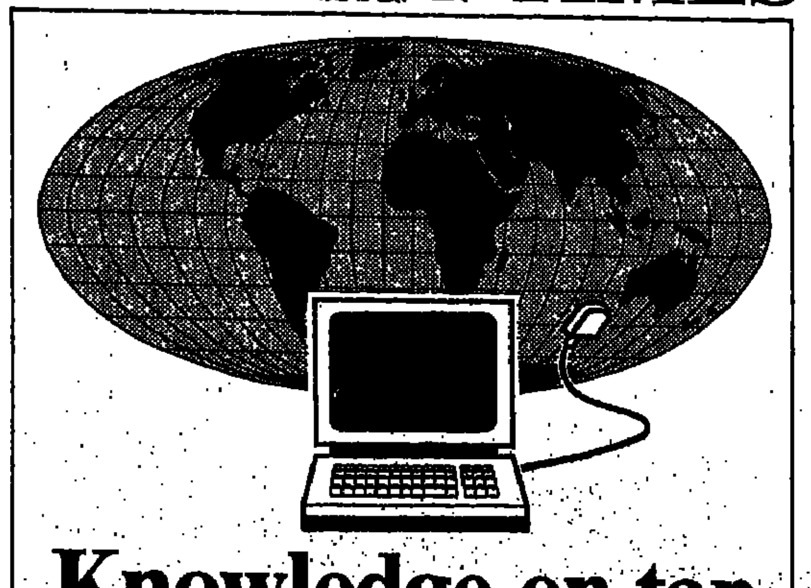
One authority, Croydon, has already had to resubmit its proposals to the steering group because of concern that they linked teacher appraisal too directly to the performance of pupils. Critics warn that children are influenced by less measurable factors such as family and social environment, the atmosphere of the school and the attitude of other teachers.

Croydon's chief education officer, Mr Donald Naismith, has stressed the authority listened to critical comments, but the "exploration and experimentation" had to be seen in the context of Government policy.

Mr Kenneth Baker, the Education Secretary selected the authorities involved in the pilots, and some teachers suspect Croydon's scheme will arouse most ministerial interest. However, it seems certain that any national guidelines that emerge will be flexible enough to meet the needs of all local authorities.

The Government is stressing the need for fairness and consistency, recognizing most classroom work is already of a high standard and promising not to fall into the trap of setting perfectionist ideals.

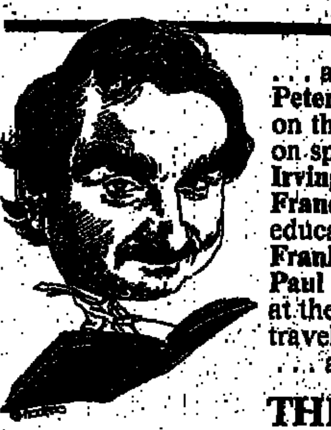
Teacher unions have praised the preliminary work undertaken by a team of Suffolk headteachers and education officers, which helped convince many doubters that appraisal could be tough without being threatening and could help to identify training needs. The conclusions of the Suffolk investigation were also incorporated into the recommendations of the Acas appraisal working party that preceded the formation of the national steering group.



THE TIMES

Knowledge on tap

The information age feeds on knowledge, and it has spawned a host of companies dealing in just that commodity. But who are they and who are their clients? *The Times* talks to the information peddlers



. . . and regularly in *The Times*, **Peter Ackroyd** on books, **Bernard Levin** on the way we live now, **David Miller** on sport, **Kenneth Fleet** on finance, **Irving Wardle** on the theatre, **Frances Gibb** on the law, **John Clare** on education, **Jane MacQuitty** on wine, **Frank Johnson** in Parliament, **Paul Griffiths** on music, **John Higgins** at the opera, **Shona Crawford Poole** on travel, **Philip Howard** on words . . . and much more each week

THE TIMES

The world's most famous newspaper (25p)

Private firms 'selling last year's model'

by Bert Lodge

A teacher who has spent a year's full-time secondment studying private-sector and local authority staff appraisal says the systems are not automatically adaptable to schools.

Mr Barry West, of Whitcliffe Mount school, Cleckheaton, told a teachers' and advisers' conference in Sheffield: "I visited quite a lot of high-tech industrial concerns and got the feeling that the model being pushed towards the teaching profession seems to be yesterday's model.

"In essence, it amounts to management by objective, and that's a control mechanism."

This autocratic model was not the best for teachers. There were more humanistic ways of managing people, and indeed there were signs that more progressive firms were moving in that direction.

He noted that those industrial appraisal schemes which had been modified to suit education always assumed that the starting point must be a job description. Performance was then assessed against this yardstick. He said: "There is little, if any, observation on the job and very little opportunity to practise the central features of self-assessment, self-development, trust and mutual respect. I can't help thinking we are being sold last year's model."

Mr John Elliott-Kemp told the two-day conference, called to introduce Sigma (self-initiated group-managed action) that the concept of a headteacher running a tight ship was for the schools of yesterday.

The essence of the Sigma approach was that, just as the head was required to relinquish the autocratic style of leadership, so the class teacher must cease to be the lonely craftsman or woman and become a member of a small team of colleagues – say, three-strong – which tackled each other's problems together.

Senior staff first in queue to gain teachers' trust

by Susannah Kirkman

Somerset's teacher appraisal scheme is starting at the top with the chief education officer himself, followed by the county's headteachers.

Mr Barry Taylor, the CEO, said: "It's very important that senior people are involved first. We'll only have credibility when we've been through it and teachers can see that we haven't been sacked."

The Somerset model relies on trust rather than fear. "Appraisal has nothing to do with ridding the profession of incompetents and should not be seen as a threat by teachers," Mr Taylor insisted. The authority already has well-established procedures for dealing with poor teachers.

The new appraisal or "review and development" scheme is seen as a positive way of improving the quality of teaching and administration because it identifies any need for extra support and in-service training.

Appraisal will have no direct connection with pay, no "extra £500 for a gold star", as Mr Taylor put it, but there will inevitably be links with promotion. Teachers themselves will be closely involved in their own assessment, along with their peers. "It's vital that people should be assessed partly by others doing the same job," Mr Taylor said.

He hopes to involve two fellow chief education officers in his own appraisal, along with his three deputies and the chairman of the education committee.

Each headteacher will be appraised by two other heads from a different catchment area, to stop rivalry over pupils souring what should be a constructive process. Potential personality clashes will also be taken into account. But it won't be too cosy; senior advisers will take part too.

As a starting point, the appraisal team will look at the job description already drawn up by the head and an adviser. It will also consider the heads' personal goals.

Finally, there will be several meetings with the head to discuss his or her performance and ways of improving it. A new headteacher who needs help with managing finance, for instance, may then get support and advice from a more experienced head. New goals will also be set. A formal report will be written, but it must not be so exhaustive that it interferes with other objectives.

The authority reckons that every head will undergo this detailed appraisal or "24,000-mile service", as Mr Taylor calls it, every three years. In between, there will be interim reviews.

Most heads are undaunted by this rigorous process, according to Mr Victor Gane of Stanchester county school, who will be one of the first to be appraised. "We can all learn from each others' strengths and weaknesses," he said.

Headteachers have also helped to design the appraisal system. Mr Gane himself did much of the spadework during two terms at the National Development Centre for School Management Training in Bristol. He and other members of a headteachers' working party then put the scheme together and suggested ways in which it might be implemented. Headteachers are also well-represented on the steering committee which is to direct the project.

All secondary heads in Somerset have attended three residential conferences on how appraisal works. With the help of training officers from Clark's, the shoe firm, they have learnt the listening skills, interview techniques and self-evaluation methods they will need. Primary heads will start their own training soon.

Mr Gane stresses that appraisal should help heads rather than undermine them. "After what we've all been through over the past two years, headteachers in particular need support," he asserted. "This is not another mechanism to depress them still further."

Yet he admits that classroom teachers, who have not yet started

Barry Taylor: credibility

Victor Gane: undaunted

in-service training for apprai still be worried by this major tion. According to Mr Taylor, S set expects to start appraising within two years, but only if continue to support the scheme can't force people to review their performance," he said.

Initially, the pilot scheme f the Department of Education once only involves 12 secondary primary heads and their se who must be trained to apprais room teachers.

Expansion of the scheme threatened by lack of resources authority has not yet been able to out the cost of appraisal, but Mr T believes it will be "very signific Apart from the cost of extra trative help and of supply while apparaisal takes place, the quent in-service training teachers and administrators promised will also be expensiv

"Teachers will feel deluded if can't offer them training to their performance," Mr Taylor "It's the basis of our agreeme them." At the moment the pilot was "an act of faith" because was quite sure whether the would be available for its

A DAY'S GOLF WITH *THE TES?*

Details to be found in next week's issue

NEWS

Barry Hugill meets the man in charge of finding sites to establish the Government's new city technology colleges

Baker Enterprises plc

"Perhaps you could help," said Mr yril Taylor, the newly-appointed dviser to Kenneth Baker on city echnology colleges, "and ask any of our readers who know of sites that uld be used for CTCs to contact me, Mr Baker, here at the DES."

Mr Taylor is preoccupied with sites the moment. He has to find 50 of m "as soon as possible". If he esn't there won't be any CTCs and re than anything he wants to see is radical initiative spread the th and breadth of the land".

Not that any disused parking lot will He would prefer to hear from ders who know about schools in an areas that are now surplus to uirements.

So if you do know of a recently sed school in a run-down inner-city ea that the Labour council would e to sell off to ease its budgetary sis, then drop him a line.

Mr Taylor, however, lives in the real rld and knows full well that most bour councillors don't share his on of the way to a brave new hnological world. They would face nkruptcy and disqualification rather en let him get his hands on their ools.

So, although the CTCs will "serve as where education needs improg", as he diplomatically refers to alist controlled inner-cities, there o requirement that they should be d there.

Ever optimistic, he claims that some bour authorities are involved in cussions with the Government ab surplus sites and does not rule out possibility of, for example, the hua Tetley Brewery technology lege springing up in central Leeds. He will not, however, name either the potential sponsors or the local education authorities posing as estate agents. And on the evidence currently available, the firms offering sponsorship are few and far between and there is not a single Labour authority that will admit to considering selling off a surplus site for use as a CTC.

Mr Taylor consoles himself with the thought that, if the colleges are sited in Tory-controlled authorities bordering the large cities, then those l.e.a.s are likely to offer their inspectors and advisers to keep an eye on them.

And that, he says, will be no bad thing because the CTCs are not a threat to the state sector. "People must understand that they are not disguised direct grant schools, but technical schools designed to give a good education to the 50 per cent of pupils who don't even get one O level."

In his scheme of things, the first CTC will be open by September of next year, with more following in January, 1989. Within five or maybe 10 years, l.e.a.s will of their own accord be introducing technical schools modelled on the CTCs.

He freely admits that more thought has to be given to the curriculum of the proposed colleges. He knows, however, what won't happen.

"Some years ago, I was a governor of Holland Park school (in west London). It had excellent and expensive metalwork equipment but it was never properly used. Metalwork was done for an hour a week as recreation. It was a terrible waste."

There will be no waste in the CTCs. The curriculum will have a strong vocational bent, and the sponsoring firms will be expected to have a say in what is taught.

"Employers are telling me that the schools do not teach the skills that they require. In the CTCs that they fund, they will ensure that the correct skills are taught.

"Skills will obviously vary from area to area, reflecting the industry of a region. Pupils will spend time in the sponsoring firms and when they leave they will be confident of jobs because they will have acquired the relevant skills and expertise."

They will also probably have been taught by men and women seconded to the college by the sponsoring firms, and by ex-teachers now working in industry who will be drawn back to the classroom by "the challenge of the CTCs".

A devout believer in the free market, Mr Taylor sees "nothing wrong with the monument principle". He would be perfectly happy for firms to gain maximum publicity from sponsorship of schools and would have no objection to the F W Woolworth or Tesco CTC.

He is dismissive of the rumours that neither Woolworth, Tesco, Joshua Tetley, nor even the usually enthusiastically pro-Government Marks and Spencer, are in the least bit interested in coughing up the million or so pounds that would enable them to engrave their names above the school door.

"You would be surprised at the amount of interest that employers, large and small, are showing. You can expect an imminent announcement on both the sponsors and the site of the first college."

He admits that some companies are a trifle worried that a future Labour or Alliance government would axe the CTCs.

But they need not fear, he says, because there is little danger of Mrs Thatcher losing an election.

However, for businessmen and women lacking faith, Mr Taylor and his political masters are looking at legal measures that would protect a firm's investment.

He has in mind a let-out clause in any contract of purchase drawn up by a sponsoring firm with a local authority.

Thus, for example, Baker Enterprises Ltd would put up the £1.5 million required to purchase the former Alderman Ricketts comprehensive school in inner Coketown. The contract of sale with Coketown l.e.a. would contain words to the effect that the purchase would be deemed invalid if, within 18 months, the Government of the day withdrew support for city technology colleges.

He is confident that the local authorities concerned would have no objection to such a claw-back arrangement.

Mr Taylor is, in effect, to be the Mr Fix-it of the CTCs. His brief is to spread the gospel and come back with the cash.

He will receive no salary or expenses. He will pay for his own secretarial and travel costs. Such is the commitment of the true believer.

"I have great admiration for those individuals and trusts that in the last century set up their own schools. What's wrong with private money going to such good use?"

Janine Wiedel

True believer: Cyril Taylor has no salary for CTC brief

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Parents demand perks scheme to fight shortages

by Sarah Bayliss

A call to provide new teachers taking jobs in inner London with temporary accommodation was among a set of demands made this week by a pressure group concerned about the capital's staff shortages.

At a meeting with education officers in Hackney – where parents last week occupied a school to highlight the crisis over vacancies – parents asked for accommodation to be found for the first six months of a new teacher taking up a post.

Members of the Hackney Association for Kids Education, which includes teachers, catalogued the number of times their children had been sent home in the past few months and urged the authority to offer more incentives to attract recruits. These included maximum discretion on pay, a period of induction for teaching in the borough, and the immediate interviewing and placement of trained staff who expressed an interest in joining the capital's teaching force.

Ms Jane Evans, a teacher at Amhurst junior school in Hackney, and co-ordinator of HAKE, said: "We are very worried that where potential teachers are coming forward there is not enough incentive to stay."

Other demands being put by the group are: a permanent teacher for every class; full supply cover; no increase in class size where teacher shortages exist; and five days' education a week for every child.

Meanwhile, at Grazebrook primary school in Hackney a class of top infants was occupied by parents for four days before a supply teacher could be found to cover for the class teacher's illness.

"We are worried about what will happen after half-term," said Mrs Lisa Haywood, whose seven-year-old daughter Kathy was due to be kept at home indefinitely before the parents' occupation took place.

"The teachers that we have are outstanding, but there is no reason why others should join," said Mrs Haywood. "We are not simply concerned for our own children, but about the whole education service which is suffering."

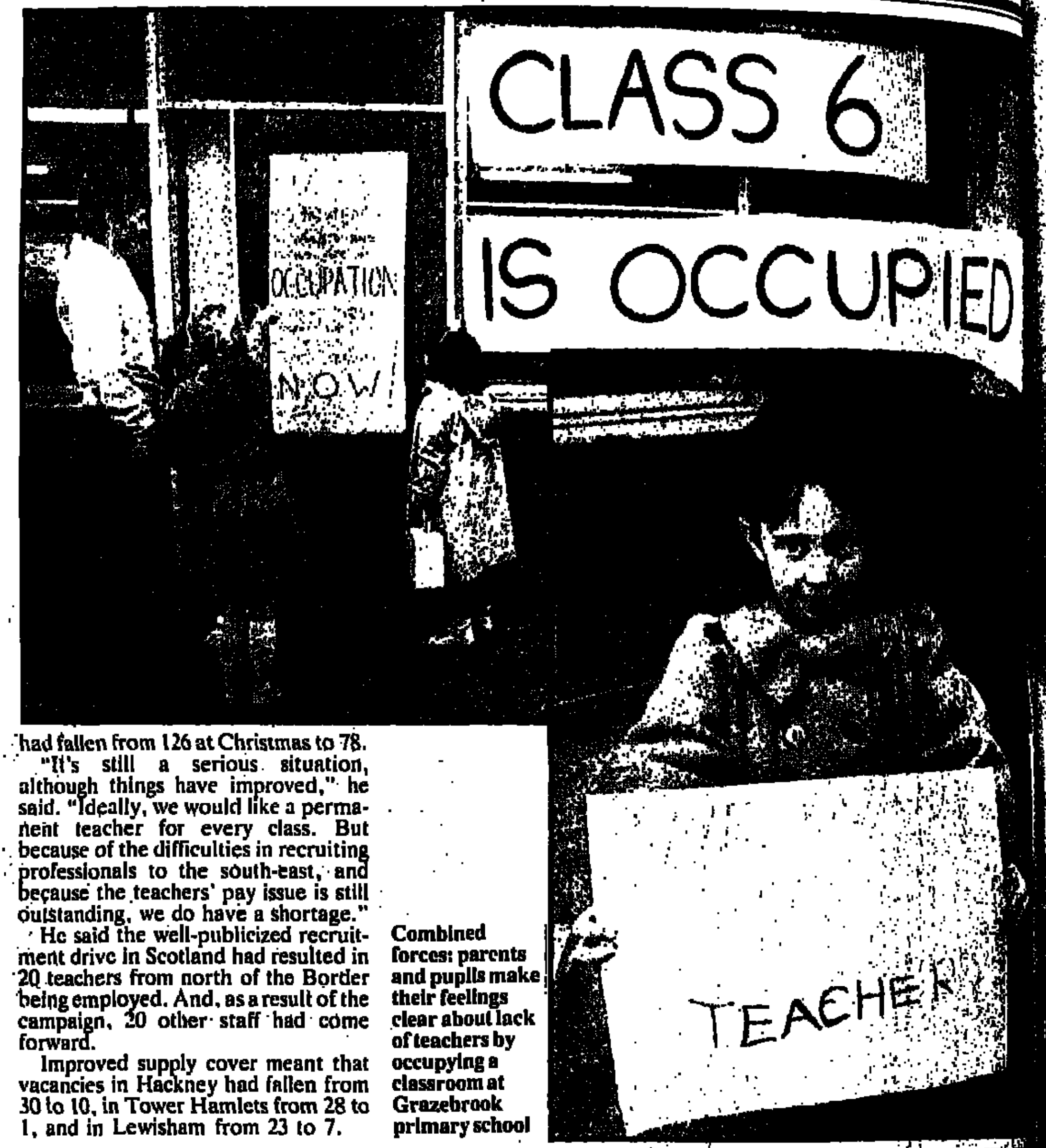
The Inner London Education Authority currently has 400 full-time primary teaching vacancies, and around 2,000 children are being kept at home each week because there are no teachers for them.

However, a spokesman said the recruitment of supply teachers had borne results this term so that more than three-quarters of all the vacancies were being covered. The number of classes not covered by a supply teacher had fallen from 126 at Christmas to 78.

"It's still a serious situation, although things have improved," he said. "Ideally, we would like a permanent teacher for every class. But because of the difficulties in recruiting professionals to the south-east, and because the teachers' pay issue is still outstanding, we do have a shortage."

He said the well-publicized recruitment drive in Scotland had resulted in 20 teachers from north of the Border being employed. And, as a result of the campaign, 20 other staff had come forward.

Improved supply cover meant that vacancies in Hackney had fallen from 30 to 10, in Tower Hamlets from 28 to 1, and in Lewisham from 23 to 7.



Combined forces: parents and pupils make their feelings clear about lack of teachers by occupying a classroom at Grazebrook primary school

Row over police video

A video about child abduction made by the Metropolitan Police has been recommended for showing in primary schools despite opposition by left-wing members of the Inner London Teachers Association.

The video, called *Have Fun, Take Care*, was launched at County Hall in front of a class of ten-year-olds from Belleville primary school in Battersea, South London.

It was made with the co-operation of several Inner London Education Authority primary schools and depicts a boy who declines a car ride from a stranger. Later two children are abducted while on an outing to the zoo. The alarm is raised by other children and a black police officer comes to their aid.

Ms Lorna Boreland, chair of the ILEA's equal opportunities committee, said the video was an "imaginative intervention" which should be shown in all Inner London primary schools.

Asked about the lobby by ILTA members that the police should not go into schools, she added: "We are here to speak about our own policies, not ILTA's."

Earlier, she said only two per cent of schools did not currently allow the police into schools.

Det. Superintendent Roger Street, from the Metropolitan Police, said: "The messages from ILTA have been going on for a long time and have not gone unheard."

He referred to a document called *Police and Schools: A Fresh Approach*, written by a working party from Scotland Yard, which stresses the need to train police officers going into schools.

Outside the video launch, Mr Richard Reiser, secretary of the Hackney Teachers' Association and an ILTA member, handed out copies of a document from the Police Out of Schools Campaign. This says: "So long as the police refuse to recognize and change their racist attitudes and actions, the teaching profession must have no dealings with them beyond what is absolutely necessary . . . There must be strict control over the right of police to collect information in schools or to impose their presence or their views."

Cheshire follows the Carroll maths formula

Lewis Carroll's home county of Cheshire is the appropriate source of new primary guidelines which use training in logic and reasoning as an important base for mathematical understanding.

The Reverend Charles Dodgson, Carroll's real name, was also a mathematician and logician, and is the inventor of the Carroll's diagrams used in the logic section of Cheshire education authority's *Primary Mathematics Guidelines*.

"Children have an ability to form high-level concepts at an earlier age than was formerly assumed," say the guidelines. But the "elegant logic of mathematical thought" is often obscured by a "mass of symbols and methods".

Starting with sorting and classifying, the exploration proceeds through work on sets, flow diagrams and "thinking skills", finally linking language and logic with mathematical concepts. Exact definitions and different uses of words explain the relationships of objects and events in time, space and order.

The guidelines book is an update of the first 1980 version, which is now in use in a number of countries throughout the world. When the 1982 Cockroft report on maths teaching came out, its recommendations proved to be in line with Cheshire guidelines which had already been in use for two years.

Shropshire has already bought the latest version which includes a second new chapter on the history of maths teaching. Copies are now being sent to every l.e.a. and university in the country.

Cheshire's senior mathematics adviser, Mr John Dodridge, who collated and edited the work of six headteachers and one college lecturer to produce the book, is convinced it will survive pressures to conform to a centralized curriculum.

Gender roles confirmed

by Diane Spencer

Informal teaching styles help boys to be more assertive at the expense of girls, according to a research study of primary schools in Northern Ireland published by the Equal Opportunities Commission yesterday.

University of Ulster researchers found this paradoxical as the open and less direct method of teaching was thought to encourage children's self-confidence and assertiveness.

However, it seemed to act against the quiet children – mainly girls – whom the researchers called "invisible". The "visible" and assertive children – mainly boys – were better able to take advantage of the freedom these teaching styles allowed.

The research team considered the concept of "visibility" crucial to understanding gender differentiation.

The visible child, usually a boy, interacted more with teachers and classmates, getting more time and attention, while girls played a more introverted and passive role in class.

The study, which involved four classes in four different primary schools in the Province, also showed:

- ● Children's play was segregated by sex: boys dominated the playground space and monopolized the most desireable toys;
- ● Girls usually gave in to boys in a dispute over toys or equipment;
- ● Even with these young children it was clear that girls did not expect to win and boys did;
- ● Teachers spent more time talking to boys than girls and held stereotyped views on gender; and
- ● Children's choice of books was gender-related.

"Gender differentiation in the nursery and infant school, as in almost every other aspect of our society, is deeply embedded in our normal and natural procedures and so it is very difficult to disentangle," the team said.

Gender differentiation in infant classes, EOC, Chamber of Commerce House, 22 Great Victoria Street, Belfast BT2 2BA, £2.00.

Bench-mar for reading 'not helpful' says HMI

Establishing bench-marks fo dren's reading would not be helpful, Mr Trevor Dickinson, of Majesty's Inspectorate, said this

He told a conference in Lo organized by the Children's Circle and the Children's Boo Group of the Bookseller's A tion: "What matters is the in response to a book: people come to a book when it is su them."

He also spoke of the dis between mindless gap-filling exercises and the high stan creative work which could be when pupils were stimulated by reading.

Meanwhile, Mr Kenneth Ba plans for a national curriculum envisage bench-marks of achie for children aged nine, 11 and were criticized by a teachers' leader at the weekend.

Mr Mike Inman, president of National Association of School / Union of Women Teachers, sing his union's Northern Irela ference, said the minister had mention of what was to hap pupils who failed to reach the dard.

"Has he in mind that they school until they do?" he as national curriculum in which pupil was expected to read *An Farm* by 11 and *David Copper* 14 could mean these texts wou read to the exclusion of others the three years before pupils grade.

Primary Inde

Meditation in school
"New maths" controversy
History text books
US action for children's TV
Channel 4 programmes for deaf children

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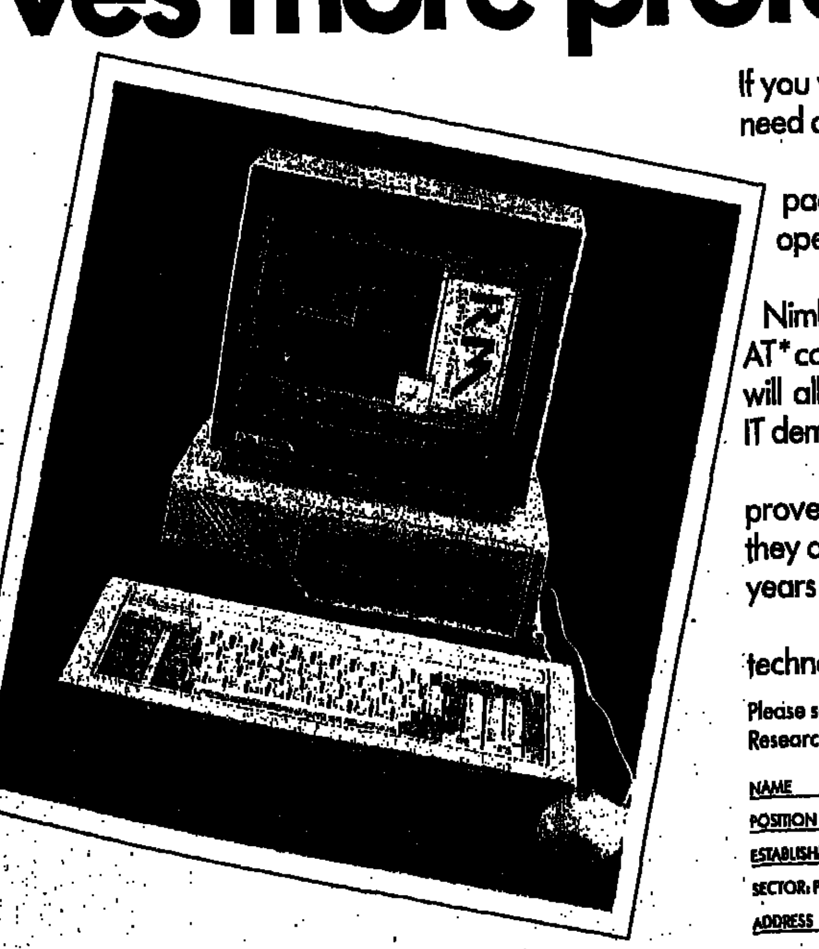

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Barry Hugill reports from the streets of Greenwich on the by-election campaign

It's Wood up by a neck in Arthur's neck of the woods

Voice of the people: lollipop man Arthur Nicholls has voted in most Greenwich elections since the 1920s. His tip? A Labour win by a short head

Reporters on assignments in strange lands invariably turn first to the cab driver for up-to-the-minute information on the political scene. Education correspondents covering crucial by-elections have their home-grown equivalent of the cabbie – the lollipop man.

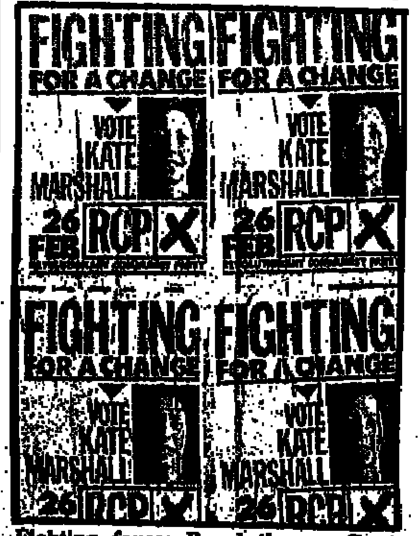
Mr Arthur Nicholls knows Greenwich better than most – he has lived there for close on 80 years. And in his own judgement? The Labour candidate, Mrs Deirdre Wood, will be returned to Westminster next Thursday. But he predicts "it will be a very close thing".

It will be neck and neck, Mr Nicholls and the opinion pollsters believe, because many traditional Conservatives will vote for the personable SDP candidate, Mrs Rosemary Barnes, rather than see a victory for the left-wing Mrs Wood.

A totally unrepresentative *TES* sample of young mothers, grans and a solitary grandfather, delivering youngsters to school last week revealed that the pollsters would seem to have it got it right – so far.

Of the 17, nine intended to vote Labour, five SDP, one Tory, and two were set to abstain.

In the final few days before polling, Mrs Barnes will be devoting all her energies to squeezing the Tory vote. It is unlikely that she will pick up many more Labour defectors but, if the polls continue to show her in breathing distance of Mrs Wood, there will be many Conservatives in the plush Blackheath part of the constituency who will be tempted to vote tactically.



Fighting force: Revolutionary Communist Party posters in profusion

The SDP and Tory strategy has been clear from day one of the campaign. Both have concentrated attention on Mrs Wood as a typical representative of the "loony left". Listening to the young Tory candidate, Mr John Antcliffe, it sounds as if in the good old days of Hugh Gaitskell and Harold Wilson he would have voted Labour.

If the charge can be made to stick, then the SDP must benefit Mr Antcliffe cannot win, Mrs Barnes repeatedly tells the electorate, so the duty of all good citizens is to resist the threat from Marxist Deirdre and vote Alliance.

Tory canvassers are now privately admitting that attacking Mrs Wood in such a manner has probably played into the Alliance's hands and they are now toning down the criticism, concentrating instead on portraying the SDP as a Mark 2 Labour Party.

Mr Frank Dobson, the Labour MP sent to Greenwich to "mind" Mrs Wood, is doing his best to put a brave face on things. But he is aware that his candidate is vulnerable to the "extremist" charge and he is attacking the media for waging a personal, bitter campaign against her.

For her part, Mrs Wood is shrugging off the nasty personal references to her size that the tabloid press daily indulge in and is laughing off the allegations that she lives a "yuppie" lifestyle in the increasingly trendy East End of London. But the young mothers who spoke to *The TES* were a little resentful of an "outsider" standing for the seat, and Mrs Barnes and Mr Antcliffe are making the most of their local connections.

Labour, aware of the possible media attack, took the decision early in the campaign to "leak" some of the wilder allegations about Mrs Wood. Having suggested to reporters that they might be interested to check out her alleged Palestinian Liberation Organization and Sinn Fein sympathies, they were pleased when Mrs Wood dealt with the questions effectively at her daily press conferences.

It is a high-risk strategy and could backfire. The rationale behind it is to get the worst over quickly and then try to turn media attention to the issues of Labour's choice as polling day draws nearer. It would be gratifying for an education correspondent to be able to report that education was one of those issues, but there is not the slightest shred of evidence that this is the case.

True, all three major candidates have trundled out their education experts, to plead that it is they, and they alone, who have the interests of Greenwich's young at heart. And in their different ways, Mrs Angela Rumbold, the Minister of State for Education, Mr Giles Radice, Labour's education spokesman, and Mrs Anne Sofer, for the SDP, have played their part well.

But in this television age, the *Newsnight* appearance is deemed much more important than the public meeting and the three education spokespersons were wheeled on, and off, for the benefit of the regular morning press conferences. No party plans to hold a meeting on education.

There was, however, to be a meeting tonight, organized by the All London Parents' Action Group, to which all three major candidates had been invited. But it was cancelled earlier this week.

The Alliance is claiming that electors are worried about Mrs Wood's record as an Inner London Education Authority councillor and allege that many parents are disturbed at the influence of the teacher unions, especially the militant Inner London Teachers' Association, on the authority. Mrs Sofer says that, while canvassing in working-class areas, she has met parents furious about the pro-gay policies of the ILEA.

There is agreement among the candidates that most parents are satisfied with local primary schools but that many are unhappy about secondary provision.

In the ILEA "league table" of secondary-school examination results published last year, two Greenwich comprehensive schools came very near the bottom and gave, in the words of the ILEA's education officer, Mr Bill Stubbs, "cause for concern".

But they are sited in the Labour heartlands of the giant council estates, and there is no evidence that parental dissatisfaction in these areas will work against the party. In those parts of the constituency where Tory and Alliance votes are concentrated are three voluntary-aided schools, two with fairly good academic reputations.

Concerned: Mrs Valerie Wood (no relation) with Timothy and Jemima

Mr Nicholls, the school crossing man, says that parents who use his services are happier now with schools than they were a few years ago. Of the people interviewed by *The TES*, only two had major complaints. And one of those, Mrs Valerie Wood – not of Deirdre's clan – mother of Timothy and Jemima and a parent governor, was concerned that the new mood of *Realpolitik* that has descended on the ILEA's Labour leadership as they try to come to terms with their budgetary crisis could result in a reduction in the number of teachers in local schools – a concern that is unlikely to push her into the Alliance camp.

Labour hopes that the campaign to present Mrs Deirdre Wood as a near-revolutionary will backfire. They are telling anyone who will listen that the mother-of-four looks and talks more like the average Greenwich resident than the well-groomed Mrs Barnes. And there is some doorstep evidence that the petty personal attacks on Mrs Wood have earned her some sympathy.

It is certainly difficult to see her in the same terms as Liverpool's Derek Hatton or Mr Ted Knight, from nearby Lambeth.

She is popular with the ILEA headquarters staff at County Hall – something that cannot be said for all of the Labour leadership. She is also on friendly terms with Mr John Pearman, the far from left-wing Labour leader on the management side of the Burnham Committee, and speaks highly of her Tory colleague on that committee, Mr Philip Merridale.

But on Thursday, it will not be Mrs Wood's record as an ILEA councillor that will prove decisive nor will it be the Alliance and Tory attacks on standards in Labour-run schools. Unemployment, health, Mrs Thatcher and left-wing extremism are all factors in the Greenwich by-election – but, up to now, education is not.

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ATOL 1980

Ian Nash reports from the National Association of Advisers for Computers in Education annual conference in Cardiff last week

Bench-marks for computer skills come under fire

Most local education authority advisers for computers in schools oppose the use of specialist posts for teaching information technology in primary schools.

Many are also alarmed at the growing practice of some l.e.a.'s to award "certificates of computer competence" to primary pupils. They are equally dubious about the ideas of bench-marks to measure computer skills at certain ages.

Mr Stephen Bacon, ex-chairman of the National Association of Advisers for Computers in Education, explained: "The problem with having post-holders is that other teachers look on them as specialists. We want all teachers to have responsibility."

Similarly, certificates of competence tended to foster an idea that information technology was a subject apart, rather than a form of literacy that should pervade the curriculum.

Guidelines on how to introduce information technology into the school curriculum, at both primary and secondary level, were urgently needed, and the conference agreed to set up a working party to produce a broad policy statement for l.e.a.'s.

The advisers were unanimous in their call for a whole-school policy to avoid unnecessary duplication of work. It was common to find first-year lessons on basic computer skills repeated in the third form and for languages such as LOGO to be taught twice or three times.

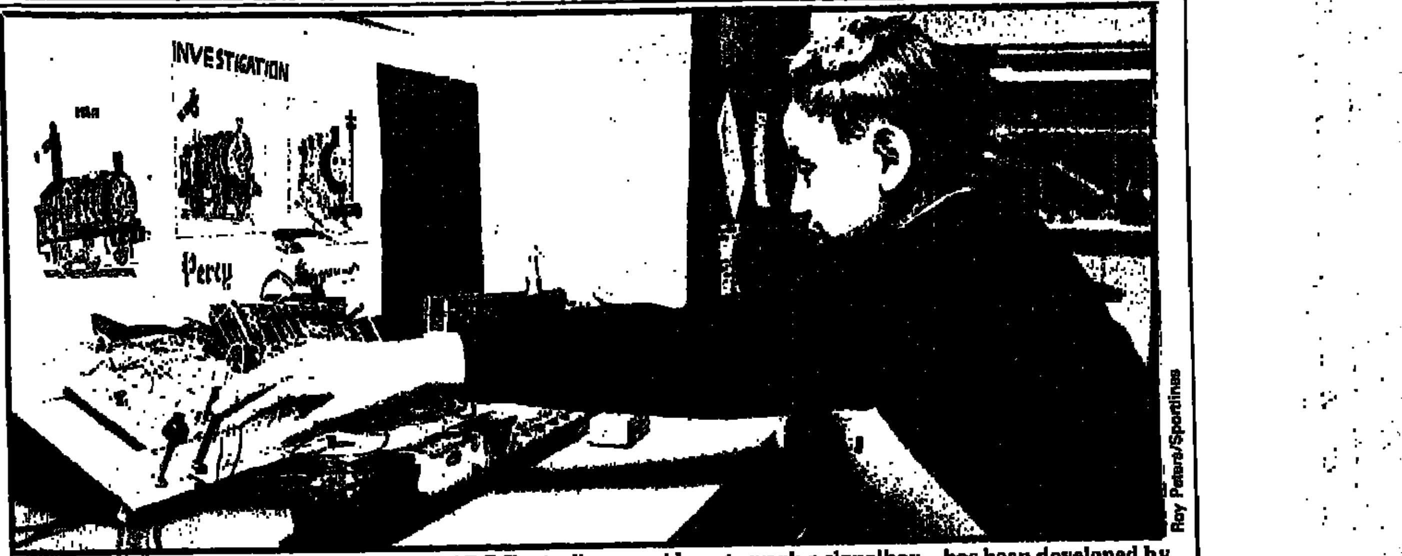
It was generally agreed that specialist posts could be created for secondary schools, but that the best approach was for an inter-departmental team to identify the resources and in-service training needed, as well as the areas of computer literacy to be given priority.

● The Micro-electronics Education Support Unit (MESU) is exploring the most up-to-date industrial training systems to help a growing army of advisory teachers promote information technology in schools.

Mr John Foster, director of the unit, proposed the use of interactive video – the linking of a videodisc player to a computer and TV screen – as an in-service teacher training aid.

Many local education authorities were appointing advisory teachers "on the cheap," he said. It was a way of expanding the advisory service using Grant Related In-Service Training (GRIST) money.

"We need to look with some urgency at those advisory teachers and what they are doing," he told the NAACE annual conference in Cardiff.



Roy Peters/Sportlines

On the right track: a new computer called the ABC Controller – used here to work a signalbox – has been developed by Birmingham Educational Computing Centre to help teach robotics in local schools. Pupils carry out a wide range of practical tasks with the computerized control systems. The centre now plans to promote the device throughout Britain's schools.

DTI puts faith in electronic library

An electronic library of teaching materials will be available to all schools from next week, Mr Geoffrey Pattie, Scretary of State for Industry and Information Technology, told the NAACE conference last week.

The official launch of the National Educational Resource Information Service (NERIS) takes place on Monday. But Mr Pattie spelled out to the conference the plans for the "breakthrough in electronic publishing".

Information stored on NERIS will eventually cover the whole school curriculum. It will be free for the first year, with the possibility of up to two years further funding from the Department of Trade and Industry. More than 100 organizations have asked to put information onto the system.

It is one of a range of DTI initiatives planned for schools this year, including the funding of computer systems for leading curriculum planners such as the co-ordinators of the School Curriculum Industry Project and the launch of Interactive Video In Schools (IVIS) which Mr Pattie confirmed would happen in April.

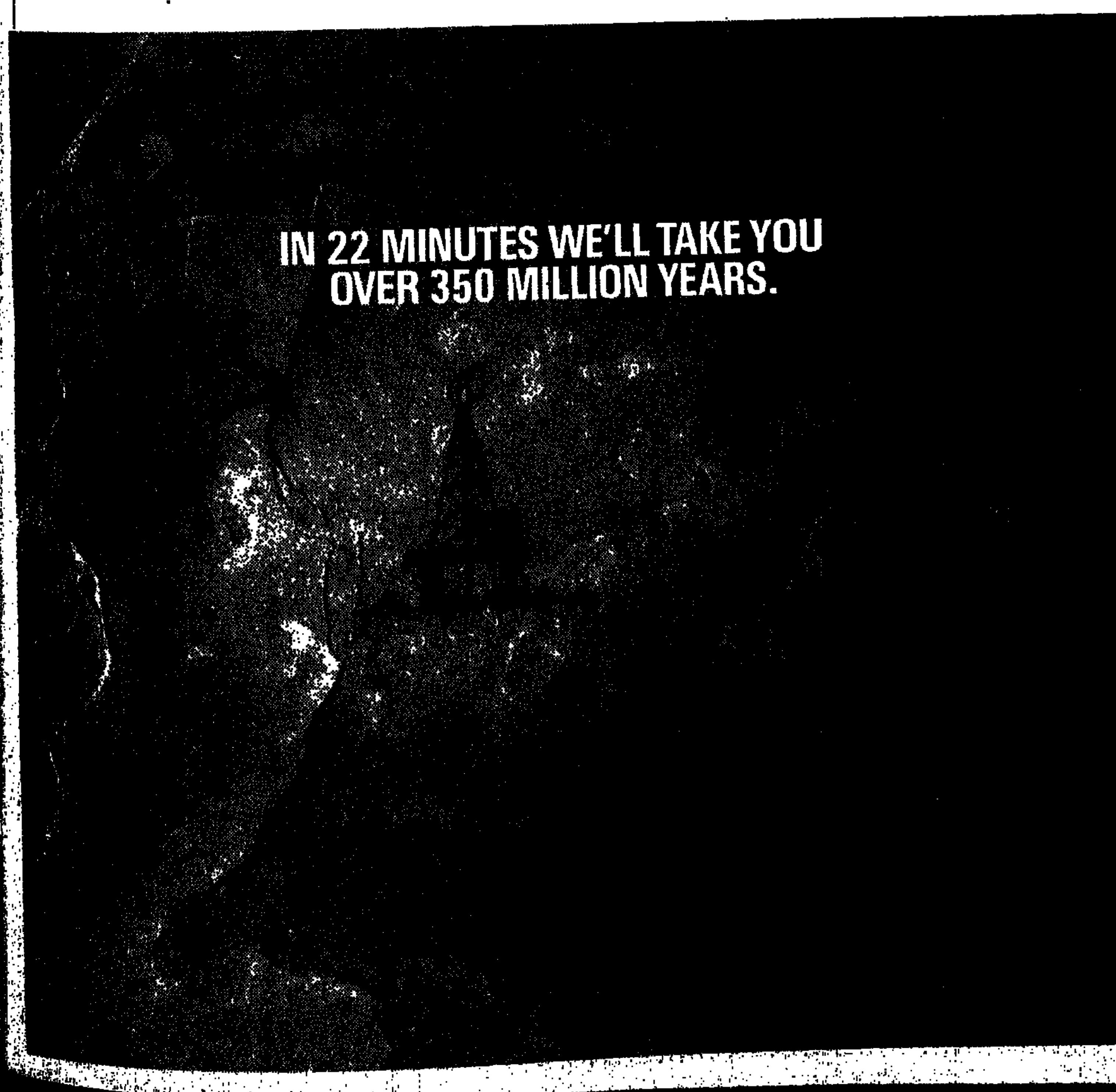
He was taken to task by some advisers, however, for failing to ensure closer co-ordination between the DTI and the Department of Education and Science. Without it, in-service teacher training would not keep pace with the initiatives, they warned.

The NERIS library is similar to Prestel – information is called up by telephone from a central computer and can be immediately displayed on a television screen or stored in the school computer until needed.

The device which converts the telephone message into computer code is called a modem. Last year the DTI offered thousands of modems free to schools in England and Wales. But many of the 60 computer advisers at the conference said they were either not used or that teacher training had proved expensive.

Leeds education authority accepted the DTI offer, since when the majority of modems were stored away because elected members were frightened of the cost of using them, said one adviser.

Mr Pattie admitted that there were difficulties; the DTI could provide the hardware but not the training. While he thought that the l.e.a.'s and advisers should communicate their needs more clearly to the DES, he accepted that there could be better co-ordination with the DTI.



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Sebastian Coe: hard training

Anti-drugs role urged for PE

by Bert Lodge

Physical education teachers can help to break drug abuse in schools through their special relationships with pupils, sports educators were told last week.

Mr Bill Rice, the executive officer of the Teachers' Advisory Council on Alcohol and Drug Education, told a conference organized by the Physical Education Association: "There is often a good understanding with PE staff. So don't hesitate to call them in."

He also suggested directing young people who were dabbling with drugs towards sport. "It helps them to feel good and to believe they are achieving something." Not enough self-esteem was one of the contributory factors leading to drug abuse, he added.

Sir Arthur Gold, a member of the International Olympic Committee, traced the beginnings of drug abuse in sport to the west coast of America 25–30 years ago, when college coaches were offered only one-year contracts. This put the pressure on to produce results quickly and the temptation to use drugs followed.

Sir Arthur introduced Sebastian Coe, twice an Olympic Gold medallist at 1,500 metres, and said: "He has shown that drugs are not necessary."

Mr Coe, vice-chairman of the Sports Council, said: "I am a product of hard training, together with a certain amount of discipline."

He pointed out that, in 1985, the Council had embarked on a major education programme against drugs. Any governing bodies which did not take the problem seriously stood to lose their Sports Council grant.

But drug abuse was going to need attacking on three or four fronts. It was far and away the most serious problem facing sport throughout the world and was beginning to reach the younger ranks.

Mr Bev Stephens, head of sports development at the Sports Council, proposed separate education programmes against drug abuse for the 11-plus age group and the élite.

Warwick, York top grant table

by Jeremy Sutcliffe

A new cash league table for universities reveals massive variations in proposed Government funding over the next three years.

Some institutions will be allowed to expand by as much as 11 per cent, while others face being pruned back drastically.

The league table – topped by Warwick and York – shows how universities fare under the new grant allocations announced by the University Grants Committee for 1987/88 – up 3.2 per cent on this year.

It also sets out provisional allocations for the following two years. On average, universities will receive 9.6 per cent more by the end of the decade than now – in line with Treasury estimates for inflation.

But some campuses stand to lose out massively under the new selective allocation procedure, introduced by the UGC last year in an attempt to encourage greater competition and efficiency.

Under the new procedure, block grants are based on a complex formula which relates to student numbers and the quality and quantity of research carried out by individual universities.

The effect has been to produce a decisive shift in allocations with some institutions moving up the ladder, while others slip down.

In 1987–88, for the second year running, the UGC has ameliorated the effects by means of a financial "safety net", which means that the eight universities and business schools which do worst all receive an increase in grant of not less than 0.7 per cent.

The poorest performers under the Committee's formula are subsidized by the top 24 performers.

So far, no decision has been taken about whether to retain a safety net in each of the following two years. If the net is maintained, then the gap between winners and losers will be considerably reduced.

In practice, the UGC is likely to continue its present policy of gradually lowering the safety net – thus making cuts to the poor performers under the system less severe.

If the net is taken away next year, the prospects for many universities are alarming.

Universities: winners and losers

University/ college	1986/87 grant £(m)	1987/88 grant £(m)	1988/89 provisional grant £(m)	1989/90 provisional grant £(m)	1986/90 % change
The winners					
Warwick	18.8	20.0	21.4	22.7	+20.9
York	11.7	12.4	13.3	14.1	+20.9
Bath	13.6	14.5	15.5	16.4	+20.2
Southampton	25.8	27.2	28.9	30.4	+17.8
Kent	10.9	11.5	12.2	12.7	+17.0
Sussex	14.5	15.3	16.1	16.9	+16.7
Bristol	30.0	31.6	33.4	35.0	+16.8
Loughborough	18.5	19.5	20.5	21.5	+16.2
Cambridge	43.9	45.9	48.2	50.3	+14.6
Exeter	15.7	16.4	17.2	17.9	+13.8
Heriot-Watt	10.8	11.2	11.8	12.2	+13.4
Welsh Medical School	6.8	7.1	7.4	7.7	+13.2
Manchester	48.0	50.0	52.2	54.2	+13.0
Strathclyde	23.5	24.4	25.5	26.4	+12.8
Oxford	44.8	46.6	48.6	50.4	+12.5
London	238.8	248.1	258.1	267.4	+12.0
Nottingham	27.9	29.0	30.1	31.2	+11.8
Glasgow	44.8	46.4	48.2	49.8	+11.2
Leicester	18.3	18.9	19.6	20.3	+10.7
UWIST	8.7	9.0	9.3	9.6	+10.7
Lampeter	2.0	2.0	2.2	2.2	+10.6
Salford	13.1	13.5	14.0	14.4	+10.2
Essex	8.7	9.0	9.3	9.6	+ 9.9
The losers					
Lancaster	13.9	14.3	14.7	15.1	+ 9.3
Surrey	13.0	13.4	13.9	14.3	+ 9.3
UMIST	16.8	17.3	17.7	18.2	+ 8.1
Bradford	14.9	15.3	15.7	16.1	+ 7.7
Birmingham	38.1	39.1	40.1	41.0	+ 7.5
Brunel	13.2	13.5	13.8	14.1	+ 7.1
Liverpool	37.9	38.8	39.7	40.5	+ 7.0
Leeds	43.1	44.1	45.1	46.1	+ 6.9
Reading	19.1	19.5	20.0	20.4	+ 6.9
Sheffield	31.9	32.6	33.2	33.9	+ 6.1
St Andrews	11.3	11.6	11.8	12.0	+ 6.0
Hull	14.4	14.7	15.0	15.3	+ 5.8
Edinburgh	44.8	45.5	46.2	46.9	+ 4.7
Aberystwyth	10.2	10.3	10.5	10.6	+ 4.3
Cardiff	17.2	17.4	17.7	17.9	+ 4.2
City	11.7	11.8	12.0	12.2	+ 4.1
Newcastle	32.2	32.6	33.0	33.4	+ 3.8
Aston	15.1	15.3	15.5	15.7	+ 3.6
Swansea	13.6	13.8	13.9	14.1	+ 3.5
Stirling	8.2	8.3	8.4	8.4	+ 2.7
Durham	17.5	17.6	17.7	17.8	+ 1.6
Keele	8.5	8.6	8.5	8.5	– 0.4
Bangor	11.0	11.1	10.9	10.9	– 1.4
Aberdeen	22.3	22.5	22.0	21.9	– 2.0
East Anglia	15.0	15.1	14.6	14.4	– 3.8
Dundee	15.0	15.1	14.3	14.0	– 6.7
London Business School	1.9	1.9	1.8	1.7	– 9.0
Manchester Business School	1.1	1.1	0.9	0.9	–23.2
Overall	1,214.6	1,254.0	1,294.0	1,331.8	+ 9.6

Speech therapy cash ended

by Sue Surkes

Northamptonshire County Council has decided to stop paying £6,000 a year for pupils' speech therapy because of a High Court ruling that local education authorities are not empowered to pay for such a service.

If the local health authority cannot provide the funds, one option might involve sending one pupil to a residential special school where fees could reach £12,000 a year.

Last November's High Court ruling was in response to a case brought by the mother of a severely speech impaired Oxfordshire boy, aged nine. The case hinged largely on the 1981 Education Act, under which local authorities have to make statements of special educational need.

The mother, who is to appeal next month, failed to have her local authority made responsible for her son's speech therapy.

Northamptonshire has been funding a half-post in speech therapy with Kettering health authority. The therapist has been treating nine youngsters, eight of whom are in mainstream schools.

The l.e.a. was due to meet the health authority earlier this week to discuss future arrangements. "As a result of the High Court case, we are prevented from continuing to pay for speech therapy treatment," an l.e.a. spokesman said. "It is not a question of exercising our discretion and deciding 'no'. We are not empowered because it is not education, it is treatment."

Ms Moira Noble, the education officer for the Association For All Speech Impaired Children, described the situation as "unfortunate".

"There is one child in particular in a day special school who needs intensive speech therapy, and it was largely for that child that the speech therapy provision was made. A residential school which is a possible alternative, could cost between £10,000 and £12,000 a year."

Ms Noble added: "The health authority will have to ask the education department to take these children out of the mainstream. It's a nonsense.

"The health authorities do not have the resources to service the education authorities in a way that is educationally sound for these children." [illegible]

Hungarian rhapsody: Croydon students prepare to leave for an exchange visit to the Béla Bartók music school in Budapest later this month. More than 100 musicians from the London borough's school symphony and wind orchestras will be performing in the Franz Liszt academy, and Hungarian students will give three concerts in Croydon in October.

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ATOL 1960

SCHOOL PLAN Travel

Keith Manning meets Sister Jean Sinclair, the first nun to become president of the Girls' Schools Association

A schoolgirl becomes pregnant. A nun's advice is: "You must treat that person with compassion."

A group of schoolgirls is found taking drugs. "With drugs you have no choice. It is a criminal offence and it must be reported." This is the advice of a headmistress.

Sister Jean Sinclair, both nun and headmistress, is the first member of a religious order to be appointed president of the Girls' Schools Association, which represents about 250 independent girls' schools.

Her views on education are born of a career as teacher and nun. If an air of traditional moral values pervades her school, it is to be expected. Her pupils' parents would not want it any other way.

Teenage pregnancies and drug-taking are not problems at her school, St Leonards-Mayfield, an independent Catholic girls' school in the pretty village of Mayfield, East Sussex. The main building, a medieval manor, was once one of the residences of the Archbishop of Canterbury.

The irony is not lost on Sister Jean, a convert to the Catholic faith. Most of the 538 pupils – of which 370 are boarders – are Catholic but, says Sister Jean, "religion doesn't keep popping its head up at every moment".

The manor house was given by the Duchess of Leeds to Cornelia Connelly, the founder of the Society of the Holy Child Jesus, and a school was opened in 1872. As one of Britain's few independent Catholic girls' schools, demand for places is keen. Many of the boarders' parents at the £1,500-a-term school have been posted abroad in Government diplomatic service and international company posts.

Sister Jean sees her new role as president of the GSA as "the bringing together of the thinking of its members".

"We are living in a time of tremendous educational change, but it is important to remember that education is not just academic. It is also about human and moral values, and this is particularly important for girls because they are the mothers of the next generation.".

"You want to encourage children to have their own sense of inner security"

A little sisterly advice

Sister Jean has taught at St Leonards-Mayfield since 1971 and became headmistress in 1980. She was born in Windsor and her father taught maths at Beaumont College in Old Windsor. She took a degree in maths at London University, where she represented Scotland at lacrosse – "both my parents were Scottish".

She entered the Society of Holy Jesus in her early twenties and made her perpetual vows in 1967. She finds it difficult to explain her conversion to Catholicism. "I just felt it was right for me – it was what God wanted," she said.

Sister Jean, a small woman of 51, with hair pulled back tightly, says: "In the current climate, those in independent schools do have an advantage. What I would like to see is better funding in the state sector."

She does not think of her school as a bastion of privilege for the rich. "A large number of the girls are here because their parents are abroad where there is no comparable education at secondary level. Most British parents want their children to have a British education.

"But not all parents of pupils here are what you would describe as rich – many of them have made great sacrifices to enable their children to come here."

She perceives one of the greatest problems children encounter is how they can satisfy their parents' expectations, while at the same time satisfying their desire to be their own person.

Sister Jean said: "I do not think human beings change very much. The outward clothing changes, but inside people still have the same feelings. Here, as at any school, I believe the majority of children need affirmation of their value as persons in their own right.

"You want to encourage children to have their own sense of inner security."

Sister Jean's philosophy on academic achievement is mixed: she has to deflate pressures causing anxiety over gaining good examination grades, yet at the same time encourage pupils to improve. "There are very few degrees which are vocationally-based," she said, "but those degrees which are not can also expand the mind and give benefit to the person."

Children, she says, are also extremely generous. She doesn't believe that it is peculiar to her own school, but she notes that many of her pupils are always wanting to help in the community, visiting elderly people and doing errands, or working with playgroups or handicapped people.

Sister Jean said: "Teachers cannot act as social workers for the family – although many do take on this role – but they should do as much as they can to encourage in children a sense of their own worth."

She is also very keen to see more young people working with voluntary bodies abroad. Many of her pupils have spent time in the Third World with their parents, says Sister Jean, so they are "globally aware".

"It is this sort of consciousness that I think is important – to see how other people live and work. I think as many pupils as possible should try to take the opportunity to do voluntary work overseas after leaving school or higher education."

In the short term, Sister Jean and her staff, as well as the GSA and the Conference of Catholic Secondary Schools, of which she is vice-chairman, are rather preoccupied with the recent changes in educational practices, including the implications of the new GCSE exams and pupil profiling.

The most important thing to do is to involve the children themselves in what's happening to them, she says. "If you can talk to a pupil and get them to say: 'Well, I didn't put enough effort into my geography lesson', then at least you are discussing the problems."

Sue Surkes looks at alternative suggestions for the way history should be taught in schools

Routing the propagandists

History is under threat from those who wish to turn it into politics or current affairs, according to a new publication from the right-wing Centre for Policy Studies.

In its opinion, the subject can only be saved by the introduction of market forces into education, leading to more parental choice.

Mr Alan Beattie, senior lecturer in political science at the London School of Economics, is critical of the national criteria for GCSE history and says that one of the suggested examination questions was an invitation to moralize. The question asked to what extent the candidate thought Germany was fairly treated by the Treaty of Versailles.

He singles out the "current vogue for bias spotting" and warns that "moral judgement is not the province of the historian". He also argues that "those who wish education to further causes such as self-fulfilment or the creation of a multicultural society might be asked to do so under banners other than history".

History should be the study of the past for its own sake. "Those who use it as a vehicle for moral propaganda or who pursue the false god of relevance by turning it into 'current affairs' are not merely ignorant but are failing to give their charges the opportunity to appreciate a central inheritance," he says.

Mr Beattie is critical of the expanded role of politicians, warning that "the financial powers directly or indirectly exercised by governments and the haste with which changes are being pursued, will provide an enormous incentive for those in education to fight each other or to repackage themselves in a favourable 'image' rather than to raise awkward questions about the basis of what is going on."

A greater subjection of education to market forces has everything to recommend it, he says. "The outcome would then at least have the merit of reflecting the preferences of individuals, and there is no reason to suppose that history would, relatively, suffer from such a change."

History is in a relatively healthy state in the public schools, he points out. That suggests that "consumer choice through the market need not result in a monopoly for relevance".

History in Peril: may parents preserve it is available price £3.90 plus p&p from the Centre for Policy Studies, 8 Wilfred Street, London SW1E 6PL.

Parcelling up the past

African civilization, American Indians and the massacre at Peterloo are among 60 topics that could form the basis of a core curriculum in history.

The outline of a syllabus for 7 to 14-year-olds has been sent by the Historical Association to the Education Secretary Mr Kenneth Baker at his request. It includes elements of political, social, economic, cultural and technological history.

The association, which has already published syllabus proposals for the 14 to 16 age-group in *History for Life*, now plans to hold regional conferences at which teachers and other interested parties can offer their comments.

The association proposes dividing British and world history up to 1890 into 30 topics each, including seven for [illegible] **least 60 per cent of teaching time is devoted to the two categories, with a minimum of 10 per cent for local history.**

In its submission, the association makes a particular case for the inclusion of British history. It accepts the potential for bias, but warns that "the omission of British national history from our schools risks undermining the sense of belonging to the community and may cause misunderstanding of those major political and social institutions which influence the lives of all citizens".

It also calls for clarification of the term humanities which, it says, currently describes "a broad and blurred curriculum area into which subjects such as history, geography, social and environmental studies are being thrown somewhat indiscriminately".

The Peterloo Massacre: core curriculum topic

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BBC EDUCATION

BBC SCHOOL tv

Black-list teacher forged references

A teacher banned from the profession after being found guilty of indecent assault on a pupil was able to trick his way back into a classroom because private schools are not required to check applicants' names on the DES black-list, a court heard last week.

History teacher Dr Christopher Scott-Elliott, 44, forged his own references after the ban in 1982 and resumed his career at a prep school in Devon.

Southwark Crown Court, London, heard that Dr Scott-Elliott, a former deputy head, was jailed for nine months in 1982, but had his sentence subsequently reduced by the Court of Appeal. In 1984, he applied for a post at Manor House school, Honiton.

After presenting a curriculum vitae and writing a reference for himself, he was employed to teach 5 to 11-year-olds.

"He left in 1985 for another post as a history teacher with the Hellenic School in Pont Street, London," said Mr David Etherington, prosecuting.

"Using the same CV, a genuine reference from his former headmaster, and one false reference written by himself, he got the job."

When police officers investigating another matter called at the school, Dr Scott-Elliott's secret was revealed and he was arrested.

"He freely admitted he was on the DES black-list and gave false references written by himself to both schools under the name of Dr Ellis," said counsel.

Dr Scott-Elliott, unemployed, of Highcroft Road, Upper Holloway, London pleaded guilty to two charges of obtaining employment by deception.

Conditionally discharging Dr Scott-Elliott for two years, Judge Denis Paiba said: "You are a man of considerable qualifications and ability, but you know that due to a momentary lapse some time time ago you have thrown it all away.

"It's clear when you obtained those posts your work was first class and you gave value for money."

A DES spokesman confirmed that independent schools are under no obligation to check whether an applicant is on the black-list. "But most of them do check with us," he added.

Cheryl Butler has won the Business and Technician Education Council's Neal Raine prize as the most outstanding of this year's eight medal winners, chosen from 110,000 students in England and Wales. The 18-year-old Salford College of Technology student is now reading business administration at Salford University.

IN BRIEF

Belfast board expels mayor

Four members of the Belfast Education and Library Board have been dismissed for boycotting meetings in protest at the Anglo/Irish Agreement.

They include the Lord Mayor of Belfast, Alderman Sammy Wilson, and Rhonda Paisley, daughter of the Reverend Ian Paisley, the Democratic Unionist Party leader. Other Unionist councillors have avoided expulsion by appearing briefly at meetings to propose an adjournment and then leaving.

The vacancies have been notified to Belfast City Council and to the Department of Education, who are obliged to nominate replacements. The situation is now being considered by the Department.

Purse-keepers

Moves to give schools more say over their own spending should help make headteachers good leaders, Mrs Angela Rumbold, Minister of State for Education, told the Hereford and Worcester Federation of Headteachers last week. Increased control over some spending should also cut down form-filling and the need to liaise with local authorities over relatively minor matters.

Industry shift

An industrial fellowship scheme for teachers run by the Goldsmith's Company for seven years is to be scrapped. The money will fund a centre to promote teachers' appreciation of industry. Nine fellowships at present combine teacher training at four universities with related industrial experience. But since the recent expansion of industrial schemes for practising teachers, it was felt the fellowship money would be better used supporting and co-ordinating the work of teachers seconded to industry. A conference to evaluate the work and discuss the views of the Goldsmiths' fellows will be held on March 11.

Seek reservations

The Inner London Education Authority, the country's only directly elected education authority, has agreed to [illegible] membership of its education committee. As well as the elected members and representatives of the teacher unions and the heads, two places each are to be allocated to the churches, industry and commerce, the non-teacher trade unions, ethnic groups and parents. One place will be reserved for a representative of the ILEA student population.

Haringey needs

Secondary schools in the London borough of Haringey need about £70 extra per department to buy books and equipment for GCSE courses, according to the local branch of the National Union of Teachers. The shortfall in some science and craft, design and technology departments is twice that figure. The estimates follow a survey on resources, class-sizes, extra time and training required for the new exam. Members complained that syllabuses were late and that some new textbooks were not available.

The union blames the Government for "the present shambles".

Funding plea

West Glamorgan is seeking an additional £2 million to its 1987/88 schools budget to fund teacher recruitment and the GCSE examination. It hopes to appoint 60 new primary teachers and 12 more special school teachers to reduce the size of primary school classes. In the secondary sector, the money will be spent on books, equipment and GCSE materials.

Solar winner

A solar wall space heating project that could cut school fuel bills by a fifth has won Essex County Council a £66,000 grant from the EEC. It is the third energy conservation "contract" awarded to the county architects' department by the European Commission, showing that Essex takes EEC funding seriously.

Continental drift

Some Avon schools may be asked to introduce a continental day as part of a pilot project.

The county's schools subcommittee has already agreed that there should be consultations on a draft paper proposing two new timetables. And this month's meeting of the full council will decide whether an experimental scheme should run alongside the consultations with teachers, parents and other interested groups.

The draft paper, which would affect about 490 primary, secondary and special schools, suggests two timetables. Both involve a more concentrated day with a shorter lunch-break: one day would run from 8am to 2pm and the other from 8.30am to 2.30pm.

ILEA 'tokenist'

A black governor of a Suffolk boarding school that is threatened with closure has accused its owners – the Inner London Education Authority – of "tokenism". Mr Sinna Mani said: "All the ILEA's equal opportunities policies stand for nothing if they can bring a report like this and rush it through without properly consulting the community."

More than 80 per cent of the boys attending the school, Woolverstone Hall, are black and their record of academic achievements is said to be far higher than that of other black teenagers. But the ILEA says that the school has become too expensive to run at £1,896,000 a year. Falling rolls have pushed up the cost per pupil to £8,353.

Policy on absences to be major talking point at Easter conference

NUT branches support tough stance on 'no cover'

by James Meikle

Members of the National Union of Teachers appear determined to maintain a hard line against covering for absent colleagues.

More than 82,000 members have backed a "no cover" call from the Inner London Teachers' Association and 34 other branches across the country – an indication of the strength of feeling that still exists on the issue.

The proposal is top priority for debate at the NUT's annual conference in April and if passed could signal continuing trouble in schools regardless of whether a more widespread campaign of industrial action against Government imposition of pay and conditions takes off.

"No cover" calls from the NUT grassroots have taken place against a background of interim arrangements agreed by the union leadership and local authorities which have led to teachers in many parts of the country covering for three or five days despite promises from employers to try to supply cover after one day.

The "no cover" demand was first submitted before the national negotiators went on to agree provisionally more permanent arrangements in November. These depended on the availability of teachers but were aimed at two-day cover for all absences in secondary schools and one day in primary schools, except where filling in for planned non-attendance could involve combining classes or loss of non-contact time.

The NUT leadership had weakened its earlier stand on cover in an effort to win negotiated settlements, a tactic that has now failed.

The vote tabling priorities for conference has been held since it became likely that the Education Secretary would impose new cover arrangements, whether those agreed by the NUT and employers or his own, as part of the pay and conditions package.

Local authorities should employ enough supply staff to cover for all absences, the proposal to conference says. The union should therefore support members who refuse to cover for absences of any kind, except where they happen without warning in primary and special schools.

The second most popular motion proposed for conference rejects moves towards private pensions and seeks equal benefits for the dependants of men and women contributors.

The union will also debate the devolution of financial control to schools. Proposals backed by nearly 23,000 NUT members so far welcome some aspects of school-based decision-making, which is being actively encouraged by the Government. They are worried about implications for staffing levels and conditions of service, however, and are particularly opposed to the idea of money for teachers being spent elsewhere.

The motion to conference calls for NUT representation on school-based financial control committees and urges that heads should be provided with extra administrative help.

Some 31 conference motions are now being circulated to local associations and being considered by the executive for amendment.

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HERIOT WATT
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'INDUSTRY MATTERS'
(in no more than 1500 words)

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Closing date for entries Friday 13th March 1987.

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Entry forms may be obtained from:

The Headmaster,
INDUSTRY MATTERS 1987,
Loretto School, Musselburgh,
Midlothian EH21 7RE.
(1030)

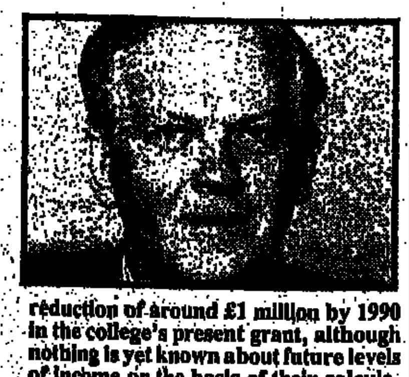
Birkbeck shake-up planned

by Julia Hagedorn

A radical restructuring of London University's Birkbeck College, where all students are part-time, is proposed in a new report published as part of the campaign to prevent severe grant cutbacks.

The document recommends that several large "resource centres" should replace individual subject departments. These would be financially autonomous with a budget based on the previous year's performance, student and staff numbers, and research and other income.

The report also says that several single-subject first degrees should be dropped in favour of an expansion of modular or more broadly-based courses – which implies the loss of around 10 academic posts. Older members of staff might be asked to take early retirement and voluntary severance so that younger, cheaper replacements could be recruited.



The report committee, chaired by Sir Barney Hayhoe, MP for Brentford and Isleworth, has been forced to assume a reduction of around £1 million by 1990 in the college's present grant, although nothing is yet known about future levels of income on the basis of their calculation.

The university's extramural studies department should be incorporated within Birkbeck and known as the Birkbeck College Centre for Continuing Education, the report says.

The document is to be discussed by Birkbeck's staff and governors. It is hoped to implement the recommendations by August 1.

How City and Guilds sealed out draught

Last week, two young people in a Government work scheme for the unemployed became the first holders of a new City and Guilds' award. It certifies that they are competent at draught-proofing people's homes.

The certificate gives formal recognition to the possession of a slender though useful skill which most householders can acquire with a little care and practice. The fact that the City and Guilds' Institute of London is prepared to bother with it does much to explain that body's survival and growing importance in an era of turbulence and instant obsolescence.

Twelve years ago, the institute faced the most serious crisis in its century of existence as the primary body in vocational education for the manual trades. The Government had decided to transfer its responsibility for certifying technicians to a new statutory body, the Technician Education Council, leaving City and Guilds with only the courses for craftsmen. With industrial and technological change rapidly diminishing the demand for the latter, it looked as if the institute, dependent entirely on fees, faced an inexorable decline in its operations.

Instead its then director-general, Mr Harry Knutton, and his colleagues, decided to abandon the institute's preoccupation with the manual élite and to expand down-market – and sideways, too, if they could.

The success of the policy is amply demonstrated in CGLI's annual report, published this week. It depicts an organization at the centre of the current changes in vocational education, involved in providing hundreds of courses at a range of levels in industry, the schools and colleges, and for the Youth Training Scheme and other Government programmes.

They range from courses to teach Harrow sixth-formers to use office computers to instruction in nannying for "non-academic" 16-year-olds elsewhere in the education system. Other vocational bodies have had to watch the CGLI moving vigorously into the training of travel agency clerks, aspirants for jobs in journalism and the other media occupations, and shop workers.

While its traditionally most important role, the education of engineering craft apprentice, has continued to shrink – exam entries down from 160,000 in 1984/5 to 139,000 in 1985/6 – the total number of entries for its awards grew to more than 562,000 last year.

Owen Surridge reports on a major survey of the way pupils are prepared for working life

Careers guidance still a 'disgrace'

The first big national survey of careers education since the days of full employment was published this week. It shows that despite more than a decade of rhetoric and exhortation, careers guidance is still the slum area of the school curriculum.

In 1972 – when Mrs Margaret Thatcher was the Education Secretary – an HM Inspectorate survey shocked educationists and employers by revealing that only a minority of schools accepted that careers education was an important part of the curriculum and provided effective preparation for working life.

The survey published by the National Association of Careers and Guidance Teachers on Wednesday presents almost as damning a picture. Mr David Cleaton, the head of East Sussex careers service, who led the inquiry, says that the situation is "a national disgrace".

Of the 1,000 schools which provided him with information:

- two-thirds gave pupils in the fourth year – crucial for careers choice – less than half a lesson a week;
- a fifth gave no careers education at all to their third-year pupils;
- a fifth gave no careers education to sixth-formers.

The 1972 survey revealed that as well as being starved of time, careers education in most schools lacked specialist teachers, accommodation, and basic administrative facilities.

Nearly two out of three schools make do with the equivalent of less than one full-time careers teacher, and most of these teach some traditional subject around which they have to fit their careers work.

Almost two-thirds of those classified as careers department heads get no more than five hours a week of untimetabled time, and for most a quarter of that is taken up by other work. That means that they spend an average of seven hours a week of their private time on careers work.

Fully-trained careers specialists are scarce – only 3 per cent have completed a full-time one-term course, and 4 per cent a one-year course. Fifty-eight per cent of the heads of careers departments are on or below Scale 3, and 29 per cent on Scale 4. In England and Wales 13 per cent of senior careers teachers are on Scale 1.

Money and technology are still, in general, in short supply. Forty-two per cent of schools have a careers information area open to pupils the whole time, but 5 per cent say that theirs is available only on request. It is unlikely to contain a computer: only 12 per cent of careers departments say they have one of their own, and 16 per cent do not even have access to one, despite the growing use of computers in the careers service and the fact that secondary schools, on average, own 13 micros each.

Associated Press/Sally and Richard Greenhill

Unchanging times: the service is as criticized as when Mrs Thatcher was Education Secretary (left)

And despite the inspectors' patient explanation nearly 15 years ago of why it was vital for careers teachers to be in phone contact with all sorts of people, nearly a third still have no external telephone.

For many careers departments the world outside is remote, in spite of their key responsibilities in preparing pupils to work in it. More than a third cannot say whether their local authority has a written policy on careers education, and 12 per cent do not know if there is a careers inspector or adviser. Three per cent are not even aware if their own school has a written careers policy.

An analysis of visits by local authority careers officers shows that only 2 per cent of the schools regularly see the head of their local careers service and that two-thirds never see a careers information officer, although nearly three-quarters have one working in the vicinity.

Of the 1,000 schools replying to Mr Cleaton's request for information – an unusually high response rate of 20 per cent – just under three-quarters were comprehensives and 8 per cent independents. Sixteen per cent were running Technical and Vocational Education Initiative courses.

The report is in marked contrast to the complacent tone of the draft of a booklet now in preparation by the Department of Education and Science for publication in April. This refers to the importance of careers teachers "whose functions include ensuring that the whole teaching resources of the school are mobilized to provide effective careers education".

It emphasizes that the job is "both demanding and expert" and urges that teachers have time to do it properly, plus appropriate resources, accommodation, telephones, clerks and computer terminals.

It argues the necessity of professional training for careers teachers and says they should be involved in shaping the curriculum and should receive encouragement and leadership "from the top".

In April, the Government will call on local education authorities to undertake a thorough review of careers education. The Association of County Councils has already indicated its willingness, and claims that authorities "have already done much to encourage the development of provision in this area."

Survey of Careers Work by David Cleaton, £14.50p, Newpoint, Newpoint House, St James' Lane, London N10 3DF.

Edited by
Mark Jackson

Inside view of screen test success

by Mary Cruickshank

Contenders for the currently vacant director general's job at the BBC face far less competition than a graduate trying to get a foot on television's bottom rung, a careers seminar revealed this week.

Opportunities abound with the growth of independent companies and the pending introduction of satellite and cable television, but competition is as fierce as ever.

When John Miller, head of features and education at TV South, joined the BBC as a general trainee in 1962, he was one of 500 applicants for five vacancies. Today's production trainee scheme (one of a number of entry points) attracts 2,000 applicants for 20 places.

It wasn't his degree in politics from Nottingham University so much as his outside interests – debating, theatre, work with the students' executive committee, and contributions to the college newspaper – that got him the job, he told an audience of sixth-formers, college students and teachers at the Commonwealth Institute last Saturday.

Sylvia Wood, personnel manager of Yorkshire Television, agreed that personal qualities were more important than qualifications: initiative, enthusiasm, interest in the media and an ability to work with a team. Experience gained through observation at a television centre, or working with hospital or local radio could also attract the interest of an interviewing board.

At Yorkshire TV, about 200 unsolicited job inquiries are received every month. Because many jobs are not advertised – the response is too great for them to handle – having a letter and curriculum vitae "on file" may not be as fruitless as some applicants think.

Gruelling weeks: Jill Cochrane [illegible]

Margaret Coen, a former teacher, wrote to 50 television companies before being offered a researcher's post with Granada six years ago. She is now working for Open Media, producing open-ended discussion programmes for Channel 4.

The interview is all important, she says. "The power is in your hands and you've got to know how to use it." A willingness to undertake any assignment, however bizarre, is also essential: her first was to present a three-minute item on potbellies.

Jill Cochrane, presenter of *Education Extra* for Channel 4, entered broadcasting after drama school and an Open University humanities degree. "It is a conviction job," she said, describing a gruelling seven-day week as a freelance that included three days presenting an education series in Belfast, a stint on BBC Radio 4's *Sunday* programme, then back to Channel 4, as well as bringing up three children.

David Moore, principal of Nelson and Colne college of further education and chairman of Sovereign Education, which organized the seminar with Newpoint publishers, says that because some careers have no standard path of entry, information about them is inadequate. The seminar offered students the opportunity to talk informally with professionals in the field [illegible]

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BBC EDUCATION
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The incoming Dublin Government, beset by economic ills, has an unexpected new problem to tackle – education. John Walshe reports

Bad apple for the Taoiseach

The rivals: Dr Garret FitzGerald and Mr Charles Haughey

IRISH REPUBLIC

Education was not expected to be a big issue in the run-up to last Tuesday's general election in the Republic. So when it suddenly blew up, the politicians were well and truly caught. Party headquarters were inundated with queries on their official position about pupil-teacher ratios, financing of church-linked schools, teacher quotas and cutbacks.

Even more surprising was the public clash between the Education Minister, Mr Paddy Cooney, and a Roman Catholic bishop – with the politician accusing the cleric of being "hysterical" over claims about the effects of economies.

Educational spending is due to increase by 11 per cent this year, so the last thing expected by the political strategists was a row over school finances.

They had assumed that the main debate would be about economic issues. With unemployment rates approaching 20 per cent, a fresh wave of emigration, high taxes and a huge national debt, the emphasis was likely to be on jobs and the economy.

The election was called when the minority Labour Party withdrew from its coalition with the Taoiseach (Prime Minister) Dr Garret FitzGerald's Fine Gael party over cuts in public spending.

The economies that particularly angered Labour were in social welfare, but cuts tucked away in the education estimates soon overshadowed these.

The primary and secondary school system in Ireland is largely an aided one, consisting of church-linked schools which are financed by the State.

Fine Gael proposed to freeze grants to these schools, rather than increasing them as had become the annual pattern.

In addition, it decided that career guidance counsellors and vice-principals would come within the quota of teachers for each secondary school. As most are outside the quota at the moment, this would mean a loss of 800 teaching jobs over the next few years.

Teachers who had waged a pay battle last year sprung into action and formed the Partners for Education pressure group with parents and secondary school managers, both Catholic and Protestant. Parents' rallies were held throughout the country and political candidates from all parties were frequently harangued at these mass meetings.

The Education Minister protested that the fears of guidance counselling being axed were exaggerated and pointed out that the huge increase in the education bill this year was because of the teachers' pay increase in 1986.

But his protests were largely in vain. The meetings had tapped frustrations which had been building up since the last major cuts in 1983.

There were other issues below the surface. Most teachers are still annoyed about not getting the full pay award recommended for them last year, while many Catholic parents are still bristling over Dr FitzGerald's unsuccessful attempt to introduce divorce into a largely Catholic country.

All are fed up paying high taxes while job prospects for their children are declining. The meetings proved an ideal way of letting off steam at the politicians – and that is what happened.

When the popular Bishop of Ferns, Dr Brendan Comiskey, waded in behind the Partners for Education movement, he soon became embroiled in a clash with the Minister over what exactly they were looking for and what their demands would cost.

Until then, Mr Cooney had been the political favourite of the Conservative right, having opposed Dr FitzGerald on a number of social issues, particularly divorce.

The political fallout affected other parties as well. Fianna Fáil's leader, Mr Charles Haughey, had started the election campaign anxious to avoid spending commitments; this was to counter claims that he was profligate when he was previously in power.

But he was soon forced to concede that, back in power, Fianna Fáil would at least "review" the education cuts.

It also forced a change of heart on the part of the Progressive Democrats, a new party formed initially as a breakaway from Fianna Fáil. The Pee Dees, as they are known, are very strong on the need for public spending cuts but soon came out against the cuts planned for education.

The combined political strength of parents, teachers and school managers proved to be a salutary lesson for the politicians. Now the Partners for Education lobby says that it will continue its campaign up to the introduction of the budget – and beyond if necessary.

In a country where nearly one million pupils are in full-time education out of a population of 3.3 million, such a lobby could prove a formidable force in the future.

WE ARE VERY LUCKY TO HAVE BEEN ABLE TO BORROW ONE OF THE ORIGINAL DEAD SEA CASSETTES
PAGE

Visions from the Lord

The pupil–teacher ratio at Fellowship Christian school in Virginia Beach, Virginia, has gone about as far as it can go. There are 70 students; no teachers. "We are pioneers," says Mr Ron Robertson, the school administrator.

All the classroom instruction at his school is performed via videotape. From 8.20am to 2.30pm, pupils in classes from kindergarten through to high-school age sit in front of 13 television screens, absorbing programmes prepared by the Pensacola Christian College in Florida.

The school has only been open for a year, so it is a little early to judge results, but the Reverend Benny Hampton, pastor of the Fellowship Baptist Church, to which the school is affiliated, is enthusiastic.

"The Lord impressed me," he said, "about the need for an educational process that was both excellent and affordable for the Christian community. It was hard to sell me – my children were in a traditional Christian school, and I'm used to traditional school patterns. But if we're going to get ahead, we have to pass over tradition and go with innovation."

The main achievement of this divine inspiration has been to cut the cost of each class by about $6,000 (£3,900) a year, enabling Fellowship to charge annual tuition fees of $850 – about half those demanded by conventional Christian schools.

Many educators, especially members of the local teachers' union, are less than entranced by the development. They contend that successful teaching depends on interaction between instructor and students.

"If it were just a matter of spouting knowledge," said Ms Roblyn Jones, president of the Virginia Beach Education Association, "then a set of encyclopedias would be the best teacher."

Besides which, those square-eyed monitors at Fellowship Christian are doing them out of a job.

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Low marks on progress report

UNITED STATES

Bill Norris on the Education Secretary's revelations of setbacks to the school improvement campaign

After two years of "excellence" and "reform", the school report is only "should do better".

Mr William Bennett, the US Education Secretary, revealed this week that scores on standardized tests have remained constant, while drop-out rates have actually risen slightly.

Mr Bennett put a brave face on it, pointing out that things are better than they were in 1982, before the *Nation at Risk* report shocked the schools into raising standards.

He called the latest results "a hangover after the binge" of recent school improvements, and blamed the growth of education bureaucracy at state and local level for the failure to maintain progress.

"As bureaucracy gets bigger and bigger, it gets harder and harder to run, and accountability is lost," he told a news conference. "Many administrators are doing a very fine job, but do we need them all?"

For the fourth year in a row, the Education Department has produced its state-by-state school statistics – a device denounced by the largest teachers' union, the National Education Association, as "the wallchart follies which raise more questions than they answer".

Especially annoying to the NEA, which has been pursuing a campaign for more spending on education, is the lack of correlation shown in the statistics between academic achievement on the one hand, and teacher salaries and class size on the other.

Washington DC, for example, pays its teachers an average of $33,990 (£21,860); the second-highest level in the country after Alaska. The pupil-teacher ratio is 14.2 to 1, placing it third in the national tables.

Yet the capital ranks fourth from bottom in scores on the scholastic aptitude test, and its drop-out rate of 45.2 per cent is exceeded only by Louisiana. Nationally, the average drop-out rate is just under 30 per cent.

Ninety-six per cent of the children in Washington's public schools are from what are, nationally, ethnic minorities – mostly black – and are mainly from poor families.

The national average for minority students is 29 per cent, though the north-eastern states of Vermont and Maine have only 1 per cent.

New York, where 70 per cent of the high school students are black or Hispanic, is doing rather better than Washington.

There, a $38 million (£24.5 million) campaign to cut the drop-out rate seems to be bearing fruit. Drop-outs have decreased by 4.6 per cent to 30.7 per cent in the past 12 months, though a disproportionate percentage of these are minority students.

Curiously, however, though more New York youngsters are staying in school, fewer are graduating.

The number of diplomas awarded actually fell by more than 2,500 last year, leading some educators to wonder exactly what the drop-out prevention programme is achieving, apart from keeping teenagers off the streets.

DES praise for forthright self-critics

JAPAN

Japan's frankness about the shortcomings of its education system was praised by a Department of Education and Science under-secretary who attended a three-day international conference in Kyoto last month.

Dr Noel Thompson added that he was impressed by the "remarkable unanimity on the nature of the problems facing OECD nations, such as making the curriculum relevant and improving teacher quality".

Last month's conference of high-level experts on education, proposed at the Tokyo summit last May by Japanese prime minister Mr Yasu Nakasone, was attended by 44 delegates from 24 countries, the OECD and the EEC. Mr Nakasone, Japan's education minister, Mr Masa Shiokawa and the OECD's deputy secretary general, Mr Pierre [illegible] spoke at the opening.

The agenda concentrated primarily on education reform both at compulsory and post-compulsory levels, and international exchange and co-operation.

No solutions were found, but "an agenda emerged for more detailed collaborative study", Dr Thompson said.

Other topics included the role of the family, computers in education, teachers' pay and status – higher in Japan than elsewhere in the developed world – overseas students, economic assistance to developing countries, the brain drain and vocational training.

West Germany was the only country that claimed it did not need to reform its education system.

A full report on the proceedings will be presented to the Venice summit in June.

Barbara Cass

Protests put minister on other side of barricade

SPAIN

Sarah Jane Evans on students' violent reaction to university reforms

nish secondary-school pupils have ded their spate of strikes over re- ms to the university entrance sys- - but warned the Government of re disruption if their demands are t met.

The campaign has been marked by lent demonstrations and angry con- ations with the police. Bottles, es and Molotov cocktails have en thrown, shop windows broken, Barcelona stock exchange dis- ted, and an attempt made to invade Prime Minister's residence.

A policeman lost an eye, a police let lodged in one pupil's pelvis, and children went on hunger strike.

The troubles have come just as the Education Minister, Sr José Maria Maravall, was beginning to see the first its of his four years in the job – and protests were somewhat ironic ce some Spanish commentators re- d him as a radical. He was a leader Spain's student demonstrators of 68, and now finds himself on the er side.

Last autumn brought the usual pro- sts about university overcrowding, pled with moans from those who failed the "second chance" qual- ing examination in September. But s time, the new Union of Students de its presence felt.

On December 4, there was the first of a series of violent demonstrations, seemingly fomented by extreme left agitators, to demand an end to the limit on numbers in faculties such as medicine, the abolition of fees, and the retention of the September exam.

The distinguishing feature of these protests is that they were made by secondary school pupils.

A general strike began in secondary schools on December 17, and the Christmas break did nothing to reduce the tension. This term, the students renewed their demands, and in addition called for the abolition of all selection; more subsidies for education; increased funding and revised curricula for secondary technical schools; more scholarships; and quality controls for teachers.

The changing demands reflect the number of student groups. The Union of Students, the most united, is a Trotskyist group, supported by the Communist trade union CCOO and the Socialist UGT.

The behaviour of the moderate Confederation of Students' Associations reflects the differing views of its members. It is more ready to talk.

Negotiations with the third body, the State Co-ordination of Secondary and University Education, have become more difficult following a split in the leadership between the Young Socialists and the Communists.

Both the union and the confederation have called separate strikes.

Sr Maravall began negotiating with them personally at the end of January, an event which they hailed as their first success. They have, however, continued to demand his resignation.

Education has been underfunded, and Sr Maravall has already offered to raise the number of scholarships, to hold down the increase in fees to less than 5 per cent, and to increase the number of school places.

Those who took part in the country's 1968 demonstrations are quick to stress that the strikes at that time have no fundamental similarity with todays. The current protests are seen as pontaneous outbursts, spurred on by the French example and school students facing the livelihood of unemployment.

Bottled-up anger: a masked student prepares to lob a Molotov cocktail a demonstration in Gijon

Blueprint to double the baccalaureate

FRANCE

Mary Follain on a former minister's proposals for the future

Chevènement: inventory of weaknesses

While M. René Monory, France's Education Minister, fights to retain some control at least of education policy after the humiliating defeat of his plans for universities and *lycées* last December, his popular predecessor, Jean-Pierre Chevènement, has used his 10 months in opposition to head a team to produce a blueprint for French education for the next 25 years.

Author of the 1981 Socialist election programme, M. Chevènement is presenting it together with general policy suggestions to President Mitterrand and other likely candidates in next year's presidential elections – and keeping one for himself, "just in case".

Inevitably, the proposed education programme reads like an inventory of weaknesses in French education, although this was certainly not the intention of its author, M. Georges Laforest, who co-ordinated M. Chevènement's revision of the national curriculum while he was in office. Key words are "more" and "better".

The Socialists repeat their aim to have 80 per cent of an age group brought up to *baccalaureat* level by the end of the century (instead of today's 40 per cent), which has been taken up by M. Monory. Maintaining the present success rate of roughly 65 per cent, this means a vast increase in the number of *lycéens* (upper secondary pupils) from this year's 1.3 million to 2 million by the end of the century.

M. Laforest insists this must not be obtained by dropping standards to distribute "second-class *bacs*" but through a general improvement in quality at all levels and in information and course guidance.

He also stresses the need to improve training for those who cannot aspire to *baccalaureat* level. "At present, 80,000 young people leave every year without any qualification or diploma, with the result that 50 per cent of unemployed people are under 25." He predicts an explosion in demand for further training to help those who have missed out on their initial education.

More students mean that universities must be open to an ever-increasing intake (100,000 additional students every year since 1981), and aim to double their present million in the next quarter of a century.

Prudently after December's massive demonstrations against selective entrance procedures, M. Chevènement and his collaborators recommend that selection should remain where it is, and not be extended along British lines. At present, there is intense competition for entrance to the élite *grandes écoles* which train top administrators, industrialists, politicians and engineers; to technical universities and certain university courses.

Any further limits to numbers on university courses must be justified, they rule, by the lack of career outlets or the need for specialised equipment.

At present, universities struggle to provide even the meagre facilities available to their hordes of students. Buildings are dilapidated, particularly overcrowded Parisian ones, and most faculties are starved of books.

As a former Minister for Industry and Research, M. Chevènement would like to continue his efforts to improve both the quality and the public image of technical education, which is usually perceived as a last resort for the less able.

Pupils who leave mainstream general education for technical streams (sometimes as early as 13 years), rarely do so of their own accord, and M. Chevènement would like such drastic *orientation* decisions to be taken in agreement with pupils and parents and not imposed on them by teachers as at present.

He also proposes a five-year recruitment plan to tackle the teacher shortage in primary and lower secondary schools (*collèges*), with improved salary and career prospects, and suggests calling on retired teachers and sufficiently qualified national service recruits as a stop-gap measure.

A national debate is needed, he says, on the future of universities – an area of French education which he and his collaborators in the ministry left well alone.

All change to hold jobs

BELGIUM

The Belgian Government is planning to redeploy teachers who have lost their jobs through education cuts, in a programme to tackle rising unemployment.

The number of jobless in Belgium has begun to increase again after a slight improvement last year. M. Michel Hansenne, the Minister of Employment, is concerned that the total – at present about 462,000 – will rise again to over half a million.

The Government last week met employers and union representatives, with the aim of setting up working parties to relieve unemployment. These will concentrate on how to [illegible] school-leavers into the work force, helping those hit hardest by unemployment, such as women and unskilled workers, and making arrangements for early retirement and voluntary redundancy.

Also, the Government is proposing to spend 600 million francs (about £10 million) on a programme under which unemployed teachers will be engaged to provide vocational education for long-term unemployed. Thousands of teachers have lost their jobs recently under austerity measures introduced last year, which cut the educational budget by 21 billion francs (£350 million).

Both M. Hansenne and M. Philippe Maystadt, the Economics Minister, are anxious to find new ideas to combat unemployment which they can announce before the annual congress of their party, the Social Christians, this weekend. The Government record on unemployment is expected to come under attack.

M. Hansenne has also proposed in a television interview that all Belgians should have the right to take a mid-career break to study for further educational qualifications.

Jane Marshall

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For further information and application forms, please write to Mrs L Garnier, Advanced Studies Department, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Closing date: March 6 1987.

(1020)

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The course is offered on a one year full-time and a two-year part time basis.

Application forms and further particulars are available from the Academic Registrar, Institute of Education, 20 Bedford Way, London WC1H 0AL.

(1020)

Test of time

Sir – I have just had brought to my attention Alan Brown's review (*TES*, January 9) of the ILEA video on *The Jewish Festival of Passover*.

I am pleased that this time has elapsed because I would not want it to appear that this is in some way a defensive reaction to his comments – he was anyway very kind about me!

Rather, I wish to take up his suggestion that such a video contained too much material, indeed enough for two programmes. This criticism implies a use of educational video material which must be less than cost-effective. It suggests that the teacher will present a 25-minute programme as a trigger and then continue with a study of the subject.

My understanding of educational video aids is that they should provide sufficient material for several lessons, bearing in mind their cost, both of production and purchase, and that the teacher should use short extracts sparingly throughout a programme of study to provoke new areas and directions.

It was certainly with this intention that this video was designed and I think it would be a shame if future material were to be assessed on the strength of how good a one-off programme it is rather than how many different directions and areas it offers the teacher and class for exploration.

CLIVE A LAWTON
Headteacher
The King David High School
Childwall Road
Liverpool

Solution beyond symbols and calculators

Sir – Joan Baxter's comments (*TES*, January 23) regarding the article "Turning the tables" made me realize just how difficult it is to do justice to educational practice through the medium of a few hundred words of written copy.

To answer her question regarding "What's new?" about the approach discussed in the article, may I suggest that she pays a visit to the schools featured in the report and sees for herself the positive powerful effect that the calculator can have in freeing children to "make their own discoveries and think for themselves". (Nuffield 1964/PrIME 1987).

I feel sure that the hieroglyphics to which she refers in relation to "making 12" would certainly have meaning to the child concerned – of course the symbolism we use to communicate number presents difficulties – and therefore all the more reason to provide opportunities like "making 12" for children to make the mathematics their own and incorporate the use of the symbols with the appropriate level of understanding.

With this type of approach, children do solve problems – by learning to work out solutions for themselves and thus develop the processes of mathematical thinking. They are not merely encouraged to repeat mechanical operations which are poorly learned or understood and which have caused so much disaffection with mathematics in the past.

The work being carried out by the many committed and enthusiastic teachers involved in the PrIME project has the child as learner very much at the centre of its thinking. The project has also made a point of taking full account of recently published research relating both to learning and teaching, including the work of Martin Hughes.

I hope further articles regarding the changes that are taking place in primary mathematics through the development work of PrIME will offer a chance for the aims and developments of the project to be made clear. If Ms Baxter or anyone else would like to find out more about the project, we should be delighted to assist.

Meanwhile, I suggest reading a copy of *Primary Mathematics Today and Tomorrow* (1986) by Hilary Shuard, the project director.

ANGELA WALSH
Deputy Director
Primary Initiatives in Mathematics Education
Homerton College
Cambridge

What Katy did

Sir – I am sorry that Joan Baxter is feeling "jaded"; sorrier still that her response to Julia Hagedorn's article concerning the work of the PrIME schools (Primary Initiatives in Mathematics Education) was so weary and negative in tone.

We make no apology for demanding that children make their own discoveries and think for themselves. "A strong dose of *déjà vu*"? Very likely! We're not claiming to have originated these ideas – and if Ms Baxter looks back beyond her PGCE primer she will find that the Nuffield Mathematics Project writers of the mid-1960s could not have done either. What does it matter? Surely the persistence of such ideas throughout Nuffield, Cockcroft and now PrIME, would seem to indicate their value – *as ideas*. The hard part has always been to translate them into a working reality in schools, which is what the present project seeks to do between now and 1989.

Katy, the five-year-old at Stutton "proudly carrying a large piece of paper . . . with lines of indecipherable hieroglyphics" was indeed demonstrating confidence. Katy knows that so long as *she* understands and can explain whatever symbolism she has chosen to invent, it will be taken seriously. She knows that interest will be forthcoming and that, above all, she will not be told it's wrong – because to her, it isn't. Joan Baxter seems to imply that Martin Hughes' book, *Children and Number: Difficulties in learning Mathematics*, is incompatible with this type of approach. She must have a later edition, or else one of us has been holding it upside down.

Most disappointing of all is her dismissive aside about "portable adding machines", betraying complete ignorance as to the power of the electronic calculator as a piece of apparatus – a teaching device. Here is something that really is new – we are no longer teaching algorithms, and the earliest experiences and perception of a number of our four, five and six-year-olds will be *different* because of our deliberate use of the calculator. Now I'd have thought that would excite even a jaded educational psychologist – Katy and her friends certainly excite me.

LAURIE ROUSHAM
Headteacher
Stutton primary school
Holbrook Road
Stutton
Ipswich

Province equality

Sir – I write to clarify the story lea "Inequality 'ignored' in Ulster" (TE January 23). This article stated that Equal Opportunities Commission Northern Ireland had commented the recent Government consu paper *Equality of Opportunity in ployment in Northern Ireland: F Strategy Options* (September 19 referred only obliquely to Gov ment concern about the compara few girls who study science in Province.

The story also attributed statistics on the difference betw girls' and boys' schooling experi to the consultative paper.

To set the matter straight, I sh point out that the Commission's ments on the consultative paper highly critical that differences betw girls' and boys' subject choi secondary schools, and in c provision at primary level, were pletely ignored. The statistics your article in fact were taken fr Commission's comments, pub on November 19, 1986, and the consultative paper.

The consultative paper purport analyse the causes of different em ment opportunities and experien various groups. The only refere the different schooling experien girls and boys was an oblique o

The Commission pointed out comments that, despite some tion of concern a few years a government about the lack of studying science, the consultative er's analysis of the current situa terms of education would sugge there is no real Government co about differences in educational periences between girls and boy

Further, there is no acceptan the fact that true equality of oppo ity can only be attained when gi boys receive the same educ opportunities to fit them for access to further and higher educ courses, training and employ opportunities.

EVELYN J COLLINS
Senior education and information officer
Equal Opportunities Commission for Northern Ireland
Chamber of Commerce House
22 Great Victoria Street
Belfast

Examining inmat

Sir – Because I am a full-time teacher, my eye was drawn to front-page news item (*TES*, 23), about a prisoner being from taking his O levels exa and I read with great interest comments of the various parties committee members involved.

It seems that lately, whenever and education are linked toget the press, it is always to sugge "shortages of officers, bure inefficiency and lack of resour the former are contributing decline in quality of the latter.

My experience of the prison tion link has been very differe prompts me to write this letter, dismiss the unfortunate situati tioned at Lindholme, nor to de sometimes education in prison hard going, but simply to sho there is a brighter side of thing

I have taught English at Onley custody centre for more th years and have been in charg external examinations as well. tions like the one reported on front page have occurred man and always both management discipline staff have co-operat in making every effort to allo inmates to sit the examinations times delaying transfers, making special arrangements mates on Rule 46.

Whenever an inmate has had transferred to another establi just before a public exami have always been impressed wi goodwill and the efficiency wit bureaucratic necessities have dealt with.

I am not suggesting th education needs no improveme do think it is worth saying that always conducted in a hostile environment. In my establishm there may be a shortage of office resources but there is an abund goodwill.

MARY MESTECKY
Education Department
HM Youth Custody Centre
Onley
Near Rugby
Warks

Figure juggling

Sir – I think I could tell from his article (Personal Column, February 6) that Richard Jameson used to help draft public expenditure White Papers.

The difference between cash and real figures is everything in these documents – as Mr Jameson obviously realizes in his skilful presentation – closely followed by the difference between planned and actual out-turns. Juggling these figures for public use – an ability which Kenneth Baker has honed to a fine point but which was sadly lacked by Sir Keith – is what the annual exercise is now all about.

Let me paint a slightly less rosy picture than Mr Jameson or Mr Baker.

The Government has announced a 0 per cent increase in education and science expenditure between 1985/86 and 1988/89. This represented a real cut of around 10 per cent. The enormity of this decision hardly registered at the time, partly perhaps because planning totals are so often revised in the light of political necessity.

One of the problems with central government figures is that they constantly misrepresent expected levels of local government expenditure. These deliberate (and sometimes accidental) errors allow ministers to convince the Treasury that they really are making cuts and thus allow them to preserve their own empires.

In this case the error turned out to be worth about £1.6 billion, or roughly 10 per cent of the total education budget. A previously estimated expenditure of £14.3bn for 1986/87 was helpfully turning into an actual expenditure of £15.95bn and by the time that this figure had to be published, there was a new minister in post and the political priorities had changed.

So why not claim the credit for all of this extra spending that local authorities had undertaken? This would enable Mr Baker to announce an extra £2.2bn for 1987/88 since a modest increase of just £650 million (including £470m for teachers' pay), when added to the local authorities' extra £1.6bn, gave him more than enough. This he has done at every opportunity.

Sticking to cash figures also enables Mr Jameson to highlight a 12 per cent planned increase in expenditure between 1986/87 and 1989/90. He expresses some joy, even glee, at this although it represents a real terms increase of just over 1.5 per cent. This will soon be overtaken by differential rates of inflation and any settlement on teachers' pay.

By taking us from the profoundly awful to the just depressingly familiar, Mr Baker has no doubt done education a service. But planning totals cost nobody anything, particularly in election year and everyone involved with education would be well advised not to get too excited.

ALAN LEAMAN
Chair
Liberal Party Education Panel
1021 Garratt Lane
London SW17

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Scientific practice that can help make more perfect

r – We are prompted to respond to e article "Philosophical flaws" by E Jenkins (*TES*, January 2).

In developing and implementing a w science curriculum as part of a ndicate of local Leicestershire hools, we do not seek to legitimize a ocess-orientated course on the ounds that it promotes a "scientific ethod" in our students. Enough achers already acknowledge the difulties in defining "scientific ethod" and therefore identifying and aching its components. We do, wever, seek to emphasize and deop the links between how students turally find out about the world and e processes of scientific inquiry.

We accept that much research is still o be done before we will know more rtainly whether the processes we aim teach are transferable and therefore idely applicable. We do, though, spect that within the context of a ence education, students who exrience practical activities which inve, for example, experimental de n and problem-solving will become reasingly capable of applying such lls in other situations. While recogng that the mastery of a particular ocess or skill may be dependent on e content and context of the task, it ems to us that this does not invalie a less factual and increasingly plied approach in science education.

Our starting point, then, is a move to ress the balance between content onceptual and factual knowledge) d process in favour of the latter – a ft of emphasis we consider both dagogically and philosophically und and in the best interests of our dents and science education. The ft has necessitated reducing the ntent in relation to a traditional ience course.

This is a crucial point since, for a ocess to be developed rather than a ct memorized, we believe that our dents need the time and space to proach a problem in a variety of ys. Knowledge only becomes powering once it has become persoly relevant to the learner. The estion then is: How can we, as chers, best facilitate the students' rsonal reconstruction of knowdge?

A variety of strategies are available t we have increasingly recognized the value of a conversational interaction both between student and student, and student and teacher. This, in turn, implies that time has to be available for students to explore their own ideas in a variety of ways, and so the science curriculum must incorporate a significant practical component.

Equally important is a conceptual scheme which takes into account the wide range of abilities of our students. Within this outline structure, we seek to encourage students to acquire and extend their skills in observing, interpreting, and to give them credit for doing so.

The published work of the Assessment of Performance Unit and the Children's Learning in Science Project reports have given us direction, encouragement and stimulus to continue our developments. In the face of the distorting effects of current political-educational pressures, our developments have been slower, and we ourselves more conservative than we would otherwise wish. We must, however, carry with us our employers, parents and, most significantly, our students.

Ted Murray

Acid test: knowledge must be relevant to become empowering

Dr JOHN HENSHAW
and the science staff of
Countesthorpe College
Winchester Road
Countesthorpe
Leicester

arrow doctrine

r – I was delighted to read E W nkins' article "Philosophical flaws" ES, January 2) in which he devastagly summarizes criticisms of the rrent "process science" bandwagon. However, I am amazed that it has ken so long for knowledgeable memrs of our university departments of ucation to denounce publicly the ore extravagant and unfounded claims of the "process science" enthusiasts.

The main points in Jenkins' critique seemed to be well known to my lecturers at Leicester University when I studied there, five years ago. Yet, since then, these "process science" ideas have found their way into GCSE assessment schemes and apparently are influential in determining HM Inspectorate's perceptions of what is regarded as "good practice" in the teaching of the sciences. The latter is the most disturbing aspect because, through the teachers, there exists the danger of the imposition of doctrinal uniformity on our system of science education.

W ROBERTS
Lecturer in chemistry
Tresham College
Kettering
Northants

"OPPRESSION? EXPLOITATION? VIOLENCE? ROMAN CIVILIZATION DOESN'T KNOW THE MEANING OF THE WORDS"

Real forum

Sir – Charles Hill's article "Amo, amas, amat" (*TES*, January 30) was a welcome contribution to recent discussions on the role of Latin in schools and contained several accurate criticisms of traditional approaches to the teaching of classics.

However, it is not the case that the present generation of classics teachers sacrifices an understanding of the Roman world to the rigours of Latin grammar.

The many courses in Greek and Roman civilization at 11–16 and at A level do confront the important issues of oppression, exploitation and violence referred to by Charles Hill, and they do so through the medium of literature and primary sources studied in translation.

The Latin and Greek language courses developed since the mid-sixties – in particular, the Cambridge Latin Course – operate from the premiss that the study of a language cannot be carried out in a cultural vacuum.

Most modern classics teachers would agree with Charles Hill that an unidealized ancient world must be made accessible to all, and have gone a long way towards achieving this end.

This is not to deny that there are still important issues to be resolved, not least the role that the languages should play at different stages in the study of the Greek and Roman world.

The eventual resolution of these issues will depend on the continuing efforts of classics teachers to tailor their subject to meet the requirements of a culturally diverse school population and on their resistance to arguments for a classical component in education which are outmoded or divisive.

It will also depend on the willingness of parents, local authority officers and teachers of other subjects to try to put aside the impression of Latin and Greek they may have received at school and to give classics teachers a chance to explore more fully what the study of two distant and complex societies can offer to the education of all young people.

RICHARD WOFF
Lecturer in classics education
King's College London
552 King's Road
London SW10

Penalty clause

Sir – I wish to protest at Durham Education Authority's discriminatory procedure when promoting teachers to senior posts. Any qualified teacher without professional teacher training is not eligible for consideration for posts of senior master/mistress, deputy headteacher or headteacher.

This rule discriminates against those teachers (mainly science graduates), who were persuaded to enter the teaching profession directly from industry. As honours graduates, but without a PGCE, we served two years' probation instead of one, and after successfully completing this were given the status of qualified teacher. There was no mention at that time of a limit to the promotional opportunities available to us.

I have been teaching now for 16 years and for the past seven years have been in charge of a science department. I have therefore been successful in my profession and the results my pupils have obtained have been excellent. I have attended courses to improve my teaching and managerial skills, acquired a Certificate of Further Professional Studies and am currently studying for an MA in Education. I have assisted in the selection of students for PGCE courses at Durham University and have taken part in their training. Yet, despite all this expertise, I now find that I am barred from further promotion.

We are told that the country is short of science teachers and that the Government is determined to redress the decline in the standards they see in the education system, yet what encouragement and future is there for me? I feel that I have been betrayed and that there are no prospects in a profession where further promotion is barred.

Furthermore, as one proceeds up the promotional ladder, the "chalk face" commitment lessens and managerial skills take on more importance.

At a time when as many experienced and well-motivated teachers as possible are needed in schools (particularly in science), I consider this discriminatory ruling to be a regressive step. It certainly is making me seriously reconsider the teaching profession as a long-term career. I doubt if I can face the next 21 years knowing that there are no promotional opportunities.

S DUNCAN
38 Brookside
Witton Gilbert, Durham

Staff appraisal

Sir – May I warmly support Dr James's letter (*TES*, January 16) on "Following the Suffolk signpost" (Leader, December 5)?

Experience from many types of organization does indeed confirm that systematic staff appraisal, or career development to give it a less emotive label, is most successful when part of a total approach to the management of a school.

An essential element of the total approach, for example, is to ensure that the whole process of management is about enabling people to give their best.

It is about raising people up, never about screwing people down.

Dr James is also right in suggesting that the skills involved in the wider aspects of good management are the proper starting point.

We in the Industrial Society have found, after some years' experience of running courses on leadership staff appraisal in schools, that the skills involved, while not complex, can be greatly improved by such short, highly participative, skill-oriented courses.

We would always recommend too that the former course is a highly desirable precursor to the latter.

RICHARD BOULT
Senior management
and training adviser
The Industrial Society
Robert Hyde House
48 Bryanston Square
London W1

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Party line

Sir – In your January 23 article based on an interview with me you indicated that I believed that teachers trained through the state system should not be "allowed to teach at independent schools". This is a complete misquotation of what I said. Neither I nor my party would take any steps to stop teachers trained in the state system teaching at independent schools.

PADDY ASHDOWN MP
House of Commons

Latin can be fun

Sir – I read Charles Hill's article "Amo, amas . . ." (*TES*, January 30) with interest. I agree with his last paragraph about the barbarity of the Romans. He might, however, have mentioned the civilizing influence of Cicero, Seneca, Marcus Aurelius, and the debt the whole world owes to the divine Virgil.

I strongly disagree with his description of Latin teaching and its effects. Either Charles Hill was an inattentive pupil or he was badly taught. Latin can be stimulating and it can be fun. I look back at the close of a 30-year career and I am sure that the overwhelming majority of my pupils enjoyed Latin – at various ages and using several different methods.

His claims that Everyman and Penguin were left by classicists to popularize "classicism" (sic) is plain silly. Who does he think wrote the books? If he had been taught by Jackson Knight or Keith Guthrie he would have enjoyed his Latin (and Greek).

JAMES McNICHOLAS
Head of classics
The High School
Derngate
Northampton

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SUBVERSIVE INFLUENCES

Beware of fellow travellers

Jeremy Vanke

Schools are frequently criticized for exposing young impressionable minds to supposedly "subversive" influences like Peace Studies. The encouragement of an understanding of the gay community has been misconstrued as the active promotion of homosexuality.

And yet in some circumstances sinister exploitation of schoolchildren is almost actively encouraged.

A so-called study pack published by an organisation representing the motor industry has come to my attention. This has been designed by representatives of the industry in conjunction with educationists. Its attractive format includes a video, a considerable number of worksheets, a set of slides and a computer programme which allows children to design a car.

In itself, this sounds quite innocuous. It provides children with the opportunity to learn about something that is part of their lives, namely roads and road transport, and to apply what they have learned in an imaginative way. From a teacher's point of view, such an aid seems ideal.

But very few teachers will have specialist knowledge of this subject. To someone who has such a knowledge, it is clear that many pages of the pack contain half-truths, or even "facts" which bear no relation to the truth whatsoever.

It quotes "the exhaust fumes from diesel engines are no worse than those from petrol-engined cars. This is not true: diesel emissions are very much more toxic than the products of petrol combustion.

Later on it is stated that new roads reduce transport costs, thus cutting prices, increasing export orders and creating new jobs. This does not happen. Even in the highly unlikely event of a new road making a difference of 10 per cent to the distance travelled by a product, the overall decrease in production costs will only be of the order of 0.2 per cent.

This will not lead to lower consumer prices, nor increased export orders nor new jobs. In fact, the evidence is now that new roads actually destroy more jobs than they create.

In addition to the many incorrect statements made, the worksheet questions are phrased such that the only answers possible are in favour of roads and road transport and to the detriment of alternative forms of transport. "Road safety" is interpreted as "vehicle safety", totally neglecting vulnerable pedestrians and cyclists which are, after all, the categories into which children fall.

The list of further resources consists of the names and addresses of pro-road and pro-motor transport organizations without any mention of those which could provide an alternative point of view. Of course, the presentation of an alternative would defeat the commercial purpose of the publication.

This is only one illustration of many instances where large commercial concerns are legitimately peddling their propaganda in our schools. One side of a story is being told with no opportunity arising for the airing of an alternative viewpoint. Indeed organizations such as Friends of the Earth or Transport 2000 who could counter the views expressed in the motor industry pack, simply do not have the resources to publish their points of view in the same form.

It would be wrong to tar all such publications with the same brush. Many commercially-sponsored study packs provide a factually correct, balanced and well thought out aid to teaching. Ideally, there should be a vetting procedure.

The motor industry's publication was assessed by several education authorities during its preparation. I can only presume that they looked at it in terms of its structure and not its content. As I have already stated, only an expert in the field of transport would be able to sift fact from fiction in this particular case.

I can see no failsafe control to this problem, but teachers must at least be aware that there is a particular danger of misinformation from commercially-sponsored study aids.

Schools should provide children with the opportunity to learn about the world in which they live. There has to be room for them to find out about the "facts of life" in a responsible, controlled manner; but there can be no room for unbridled propaganda. If there is a genuine corruption of young minds in our schools then few could condone it. Consistency demands, however, that we also clamp down on the equally damaging, if less visible, exploitation of children by big business under the guise of education.

Jeremy Vanke is a transport economist at Aston University, Birmingham

MEETINGS, MEETINGS

All in a day's work?

Hilary Moriarty

When shall we three meet again? Well actually boss, if it's all the same to you, for preference not this side of Easter.

The day I came home and found that my husband's secretary had taken my children to the dentist, I just knew I was attending too many meetings.

You would think, would you not, that a 5.30 appointment was manageable, even for a working mum? But no, the meeting went on until almost six, and dental appointments being a bit like gold dust, the children kept theirs without me.

I really shouldn't grumble: I did hear one head of department last summer speak of his "marvellously willing people". They apparently meet weekly, and for up to three hours at a time, from four until seven. I could only smile, also weakly.

Time was when three or four people staffed a subject and meetings could be brief, informal and infrequent. One head of department remarked recently, "Well, we all knew what we were all doing – I was involved in the appointment of everyone in my department, I knew their qualifications and their strengths and their weaknesses, I had every confidence that they knew what they were doing, and, well, I just let them get on with it. We didn't need meetings."

Those were the days. It seems meetings have never been a more vital part of our working lives. We have bigger schools and scattered sites, reorganization and all its attendant problems, larger staffs from disparate backgrounds, a massive demand for new teaching styles thanks to external initiatives with splendid initials – all this and GCSE masquerading as Uncle Tom Cobbley.

All this, you might add, and no meetings at all last year. It may take as many months for the log-jam to clear.

The trouble is that while meetings are not part of our daily working lives, but tagged on as extras for lunch time or post-4pm, they are an undeniable burden. A friend teaching in the north reports aggro from a stroppy husband: "He said to me last night, he said, 'If you have one more bloody meeting this week, don't expect me to be here when you get in!' Honestly, he was really mad!" And the sting in the tail (tale?) is that the stroppy husband in question is himself a teacher. He teaches PE. He does a lot of Saturday games, but no meetings. Active learning, he declares, arrived in his subject years ago.

Well, that's nice for him, but what about he rest of us? If, like many of us these days, you are employed with a couple of hats to wear – in my own case English and media studies – or you have tutorial responsibilities, then you may have three meetings in as many

IF WE'RE GOING TO BE BORED RIGID I THOUGHT I MIGHT AS WELL BRING IN MY IRONING.
MEETING AGENDA

days. Like me today, you may lose your lunch completely (OK, so it's my fault that I can't eat and talk at the same time) and find that the meetings swallow six or seven hours in a week. That's a whole extra working day. I didn't know I had so much free time.

Is it worth it? Speaking as one who would have given her best marking pen for a couple of meetings last year, and who holds a deep conviction that meetings are the forum in which a department is born and seen to have its existence, I sometimes wonder. You cannot require attendance, and if you get it, you may not be able to keep it. Non-attendance and early-departure are an inevitable blight on any meeting, and neither is necessarily a reflection on the meeting itself, its importance or its boredom factor. Sometimes it's simply life getting in the way: the dental appointment, the stroppy husband, the birthday.

Sometimes – and who can deny it hand on heart? – it's a bloody-minded intention to have done with school, its people and its problems, because for once (or for all) you've had enough.

The mystery is why these meetings, which one feels to be important – and aren't they wonderful when you get it together and they really work? – are not recognized as important by the powers that be. Their holding and their folding are discretionary, not obligatory. They are not timetabled, nor are they overtime. In any wrangling conditions, there is more clamour about cover than there are murmurs about meetings. They exist in limbo – to which my PE teacher friend would cheerfully consign them.

Way up there where people make decisions which affect our working lives, I wonder if "Meetings" are on the agenda of somebody's meeting?

Hilary Moriarty teaches in Gloucestershire.

SCHOOL REFUSERS

Fears that are real

Wendy Hall

There are various reasons why children refuse to go to school, such as being frightened of another child or underachieving. Another is fear of school itself. Some children cannot cope with the school situation, and their irrational fear is often accompanied by minor illnesses which disappear at weekends and holiday times.

I do not believe that this group of non-attenders are playing truant. Their problem is a very distressing and real one.

You may be wondering how I can be so sure about this. The answer is that I am a 16-year-old school refuser my self and have not attended mylocal comprehensive for a period longer than three weeks and have only been to school for a total of five weeks in five years.

Although everyone who tried to persuade me to go back to school believed that they were helping me, I always felt they regarded me as a bad and difficult child. I did not plan my school refusal, it just happened. I was constantly told to "try harder" and "make more of an effort", but I was doing my best. I felt as if I was banging my head against a wall. My fear of school was bigger than my determination to overcome it.

Many educational experts tried to frighten me into going to school. One expert told me that if I did not I would be sent to a school for "the nutty children". I was frightened that my parents would be taken to court because of me. This was all too much for me at the age of 12.

I can remember feeling very frightened at meetings. They were so formal and clinical, that they were like being interrogated for something that I had done wrong.

I can also recall feeling that no one understood what I was going through. I cannot begin to explain the sheer panic that used to come over me at the thought of having to go to school. One incident that is still very clear in mind was when the headmaster, teachers and other people were crowding around me, trying to persuade me to stay. I stood in the middle of them all, sobbing. I felt so terrified and drained of all my energy I wanted to run out and get away from school.

My problem was resolved after I had been statemented under the 1981 Education Act. The statement said that no pressure was to be put on me to return to school. I now attend the Child and Family Consultation Centre, in Redbridge, each day to be taught by a special needs tutor. Although one-to-one teaching can be very helpful, I sometimes feel that my situation is too cosy. Yet, the fact remains that the centre is the only place that I have felt happy in during the past four years.

WELSH

Futile linguistic engineering

Tim Williams

There's something very peculiar going on in Wales, though you'd never guess it from Iola Smith's reports from the linguistic front line.

That "something" consists of a generously-funded attempt to revive the Welsh language by means of the education system, in the face of all available sociolinguistic research which forsees the demise of the language sometime in the early part of the next century.

Quite simply, the Welsh-speaking areas, in spite of considerable central and local government support, are ceasing to be Welsh heartlands, while the English speaking areas, in which so many bilingual schools are to be found, can in no way compensate for the loss. Not a single village has been won back to the Welsh language in 100 years of Welsh language teaching.

This is not to deny that there has been great success in producing Welsh-speaking individuals via the schools. I am myself one such. Individuals, even networks of individuals, cannot, however, replace the loss of communities of native speakers.

As a consequence, and despite the fact that more pupils than ever are acquiring it at school, the language is facing extinction in its strongholds, and remains stone dead in the industrial valleys. English is here to stay. If there ever was a time when Welsh could have been "saved", that time is long gone.

And yet we continually read of bilingual schools opening, increased government grants, and demands for even more resources. The latest demand – of the lobbyists, and not the Welsh people – is for a Welsh language development body which would centralize Welsh language provision.

Welsh is already the most heavily subsidized minority culture in the world: and still the "demands" come.

For political reasons – the Tories have several marginal seats in Welsh speaking Wales – the Government finds it difficult to resist the demands. The Welsh-language lobby has powerful friends and few enemies. A stifling consensus has emerged which prevents awkward questions being raised let alone answered.

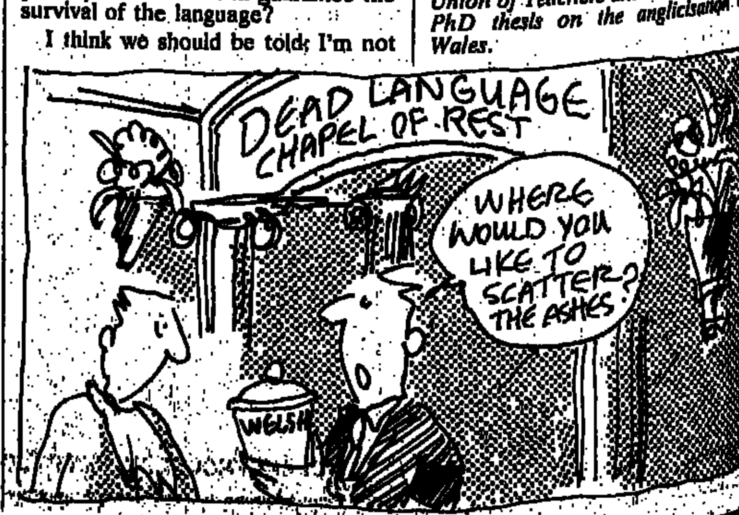
I can think of no other area of educational interest in which there is so little debate. And yet the resources being allocated and the numbers of children involved are significant; without, it seems to me, any profound educational justification.

This is, I realize, a serious charge. But then a futile and dubious attempt at linguistic engineering is a very serious matter. What is the educational justification of teaching working-class English-speaking valleys' children through a second language without any evidence that this will improve their educational attainment (and more worryingly, without any prior research as to the ways in which their education might actually be impaired) or that this will guarantee the survival of the language?

I think we should be told; I'm not holding my breath though. I've been waiting for months for a report commissioned by the Welsh Office on the linguistic consequences of the Welsh fourth channel to surface. It is thought that the television channel, to secure which former Welsh Nationalist President Gwynfor Evans once threatened to "fast unto death", has had no discernible consequences. No one on side the consensus is pressing for this inconvenient report to be published.

As I say, there's something very peculiar going on in Wales.

Tim Williams works for the National Union of Teachers and is completing a PhD thesis on the anglicisation of Wales.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WELSH

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Beyond a joking mattter

Grasping the bull by the horns in sex education

When applied to a sex education syllabus, "explicit" is not an absolute term, and what was deemed in the late 1940s to be explicit when compared with a pre-war syllabus would, in the present era of the detailed-verging-on-the-outrageous, be regarded as weak, pale and unentertaining.

Nevertheless, we pioneers of the genre stepped boldly forth where no man (and most certainly no woman) had been before, and we trod precariously on the tightrope between the sensible and the outrageous.

It was, of course, the job of the science curriculum to touch on the delicate subject of sex through its revelations of the private behaviour of the birds and the bees and its use of such shocking and esoteric terms as "pistils", "stamens" and the topic of fertilization. Then into this secure and cosy world stepped an HMI to conduct a full inspection.

His later written comments pointed out our deficiency politely but firmly, and recommended that in future the science syllabus should touch on certain aspects of human biology. In conversation though, he suggested a confident and lighthearted approach which touched amusingly on the subject and even included some jokes. The men's staffroom compiled a menu of suitable jokes covering all possible angles of a sex education syllabus but, in truth, we never really expected the fruits of our labours in curriculum development to be used by the science master in the hothouse atmosphere of the school-leavers' class.

Nor was it. The compilation was a labour of love, though, which lightened many a dark lunch hour. Nevertheless, the science syllabus was updated and the quantum leap of understanding between pollen and ova on the one hand, and human behaviour on the other, was attempted.

Illustration: Peter Schrank

Our headmaster, although rather naive (he once introduced a member of his staff to a visiting VIP as "Mrs Wylie, my dramatic mistress"), took on his leadership role and suggested that we should grasp the bull by the horns, if that were not too earthy a simile, and buy in a properly prepared and commercially produced programme illustrated by slides on which blame could be off-loaded if things went wrong.

Although, by definition, parents have at least a passing knowledge of the subject, it was felt that they should be consulted and shown the programme before 4B were let loose on it. Dare we risk the embarrassment of a public showing, though, without having seen and approved the programme first?

A preliminary staff viewing meeting was duly convened after school and the old Aldis slide projector and portable screen (made in the woodwork shop) were set up in the laboratory, the only room capable of being blacked out. The science master, printed teaching notes in hand, officiated.

The slide show proceeded uneventfully to the clicking of the slides as they were inserted one by one into the carrier and slid across into the light beam. The voice droned on as diagram followed diagram until slide 15, the male organ, appeared on the screen. The silence deepened, only to be broken by Miss Rayleigh, our PE mistress and resident ingenue. "You've got the slide in upside down," she said.

Solemnly the projectionist retrieved the slide, reversed it and displayed it again. "There you are, dear. If that's the way you like it, that's the way you shall have it!"

Bernard Hall

Satisfied customers

Susannah Kirkman reports on two schools with curriculum committees for parents

Teachers often feel threatened by the idea of parents interfering with the school curriculum. Yet at least two comprehensives have discovered that well-informed parents who have the power to affect school policy are more likely to be supportive than vindictive.

When the idea of a parents' curriculum committee was first put to staff at Kingdown school, Warminster, and Ringwood school, on the edge of the New Forest, they were afraid that parents would simply attack what teachers were doing, according to John Lilly, formerly at Ringwood, now head of Kingdown. "But now teachers have realized that most parents are not aggressive; they're just concerned and want to know more," he said.

Frank Cloke, head of the lower school at Ringwood, agrees that the staff's attitude has changed since John Lilly introduced the parents' committee three years ago. "Teachers used to say: 'We're the professionals; it's up to us to do the job.' But that's all died out now."

Tony Maw, John Lilly's successor as head at Ringwood, has found that most parents are now prepared to back the school's curriculum policy, even over contentious issues. When the parent of a third-year pupil wrote to the Department of Education and Science accusing the school of left-wing bias in the science syllabus, members of the curriculum committee went round to his house with copies of their children's exercise books to convince him that the course was balanced.

"We felt let down that he didn't come to the curriculum committee first," said Maureen Lawrie, one of the committee members. All parents are encouraged to contact the committee with any problems or queries they would like to be discussed with the head. A list of members' addresses and telephone numbers goes out at the beginning of each school year, after the election of new parents to represent every school year [illegible]

John Lilly defines the curriculum as "anything that goes on in school", and committee agendas reflect this. Issues raised at meetings with the head range from perennial favourites such as homework and uniform to grading systems and subject content.

Second-year parents at Ringwood are unhappy at present because pupils are no longer receiving grades for attainment but only for effort. Tony Maw tells the committee that the old assessment system, which meant that the top 10 per cent of pupils got A grades, the next 20 per cent Bs, and so on, was abandoned because it did not fit in with the "criterion referencing" of the GCSE, where pupils' abilities are not measured against their peers' performance but against fixed targets.

But Sara-Marie Andrews, one of the second-year representatives, argues that parents still want to know how their children are doing in relation to the others in their year group. After a discussion, Tony Maw agrees to put the parents' points to the staff, so that they can rethink the new system.

GCSE is another cause for concern; fourth-year parents are worried that the new syllabuses, with their pruned subject content, will not dovetail with the more traditional A level syllabuses. One of the committee members agrees to write to the Secondary Examinations Council for more information.

Parents on the committee are keen to understand what is happening in the school, and to put other parents in the picture. "We don't want to influence the curriculum. We want to understand what's going on and communicate it to other parents," said Mary Chiari.

A fourth-year parent asks why craft, design and technology is such an unpopular subject with senior pupils. When Mr Maw explains that middle-class parents are prejudiced against it because they do not think it is academically respectable, she suggests a parents' evening where CDT staff could explain their subject.

During the teachers' pay dispute, local union representatives were invited along to a committee meeting to explain why teachers were taking industrial action. "The parents were completely in the dark," said Mrs Fiona Muir, a third-year parent. "We didn't find the meeting very constructive, but at least it helped us to see the differences between the policies of different unions."

At Kingdown, the curriculum committee is also a forum where new school policies are thrashed out before they're finalized. John Lilly says that he needs as much information as possible before he makes a decision. He also believes that schools are accountable to parents and must be open to them.

As a parent himself his views are coloured by his own experiences of prevaricating headteachers. The minutes of the monthly curriculum committee meetings are published in the half-termly school magazine; the Ringwood committee reports back to individual parents who have contacted it.

Around 45 Kingdown parents turn up to committee meetings. They are not restricted to committee members as they are at Ringwood. Teachers at both schools attend voluntarily. Faculty and year heads are usually the most closely involved.

John Lilly believes that the more parents understand about their children's learning, the better they will be able to support and encourage them. At Ringwood, too, an important function of the committee is to explain the latest developments in education. Parents have seen GCSE training videos designed for teachers and are now less perturbed by the welter of jargon surrounding the new exam.

Tony Maw is also planning to go through the 1986 Education Act with them. He is convinced that parents who can see what's going on in school have more confidence in it and this improves the school's image.

Although parents at Ringwood play down the direct influence they wield over the curriculum, a film on glue-sniffing was dropped after the curriculum committee complained, and parents were then offered the chance to view a film on alcohol abuse before it was shown to pupils.

The importance of the committee in parents' eyes is shown by their eagerness to serve on it. At the last election, 50 parents stood for 10 places.

"We think it's vital that the head gets advance warning if anything is going wrong in the school," said Mary Chiari. "Committee meetings give him the chance to see the school through the eyes of parents and pupils."

Inevitably, the curriculum committee can occasionally degenerate into a forum for airing personal grievances against particular teachers. Staff at Ringwood were also shocked by the parents' belief that the school was responsible for children's bad manners. But committee members more often want to pass on praise for successful study trips and parents' evenings than blame for failing to mark 3G's French homework on time.

Meditation: 'an ideal education to create an ideal society'

The traditional curriculum . . .

. . . with a little added . . .

. . . at the farmhouse school

Words of wisdom

Julia Hagedorn visits a primary school where the curriculum is 'unified' by the principles of transcendental meditation

At first sight, Ashton's school on the outskirts of Skelmersdale new town seems similar to hundreds of other small rural primary schools. True, not many of them occupy the ground floor of an 18th-century farmhouse or have the excitement of a huge dilapidated barn as an outbuilding. But the 40 children – aged from three to 11 and blessed with reassuringly ordinary names such as James, John, Alice, Jonathan and Daniel – are divided into two vertically grouped classes of infants and juniors (with a part-time nursery) as is the usual practice in such schools.

If you arrive during the first or last 10 minutes of the day, however, you notice immediately that this school is, after all, fundamentally different from others. In the junior classrooms, the older children are sitting at their desks, eyes closed, alongside their teacher, Mrs Mary Swift, in silent meditation. The younger children are occupied likewise, but in their case the meditation takes place in "silent activity".

The older children recite the mantra or "word of wisdom" given to each one individually by a qualified teacher of transcendental meditation (TM). For Ashton's was founded last year by the followers of His Holiness Maharishi Mahesh Yogi (to give him his full title) as the first British school to join the handful around the world that teach their students according to the Unified Field Based Education system.

The meditation is the practical aspect of a philosophy that subtly underpins all the children learn at Ashton's. Both full-time teachers and all five part-timers are fully qualified professional practitioners of TM. Followers believe that TM is an effortless technique which brings about a rest deeper than sleep during which measurable physiological changes take place in the body.

They also believe that when as few as the square root of 1 per cent of the population gather together to meditate, there is a significant reduction in the rate of divorce, suicide, crime, traffic accidents and all the other ills in that country. In Britain's case, this means getting 800 together and Skelmersdale, whose development corporation offered free houses and factory units in 1980, has become the focus of attention. There is now a nucleus of around 200 TM people in "Skem" – as it is affectionately known locally. They live in what they call the Ideal Village of Enlightenment where they helped to found Ashton's. And now they have plans to convert the barn into a six-classroom secondary school.

School fees are only £17.50 a term and classes, at the moment, are small. The curriculum resembles that of any primary: environmental studies, music, woodwork, drama, swimming, PE and field trips alongside the more traditional English, maths, geography and history. A computer is about to be installed, and the teachers admit that science is an area they need more help with.

And in many ways the school is more favoured than others in that it has a large number of professional and talented parents to call on who give their help willingly, like the part-time teacher of drama and creative writing, Jude Elson. She says of the school's curriculum: "We are not trying to be isolationist. We offer the best of the traditional curriculum with a little extra added to it."

The little extra, known as the Science of Creative Intelligence, which must be studied in a series of 33 evening classes by all TM teachers, consists of 16 principles which provide a unifying base for every aspect of the curriculum – rather in the way that topics or themes might be used in another school. The principles include "outer depends on inner", "opposites are found together", "order is present everywhere", "the nature of life is to grow", "the world is as we are", and – as on the day of my visit – "every action has a reaction".

Each principle is studied by the entire school for two weeks and repeated over the years so that the subject matter grows in complexity, alongside the children's understanding. In the nursery, the principles are not mentioned as such but all the activities planned for the under-fives demonstrate the same truisms. Secondary school pupils continue with the same principles after time spent on looking at 16 fundamentals of growth such as intelligence, creativity, foresight, stability and happiness. The movement's Ministry of Education and Enlightenment, which oversees the Science of Creative Intelligence, claims that this is an "ideal education to create an ideal society".

Many of the 16 principles do, of course, lend themselves perfectly to the kind of work that goes on anyway in the primary school. Jude Elson says: "In other schools I teach in, themes are picked randomly from the air. It is very satisfying to have a system where they follow in a logical way and relate back to the children and to the very truths of life."

But a close scrutiny of some of the work going on in the junior classroom reveals a rather disconcerting similarity. Thus project files, whether on the car, health or the earth's eruptions, all repeat parrot fashion: "The outer part depends on the inner workings".

Few would quarrel with the movement's Golden Rules pinned on the classroom wall. "Treat each other with love. Treat our books and apparatus with care. Quiet voices inside. Speak the sweet truth". And the children, who mostly have only had one term at the school, all say they prefer it to their previous one and the teacher has more time to explain things to them.

There is a certain uniformity of response when they are asked what they get from their meditation. "It makes you feel happy and fresh and not mean to your friends". "It makes your friends not mean to you. You feel really deep inside and all the children here are a lot happier than at their last school."

The current principle – every action has a reaction – was being demonstrated by the junior children in several ways. One group was working out how large a space had to be left between up-ended dominoes if knocking down the first one were to bring the whole lot down. And a couple of children were seeing what happ when a marble was rolled against three or others. Later in the week, they would discu write about these simple actions.

The infant children had tried to float an egg adding salt to water but the textbook that was using must have been wrong. This was action which did not get the expected reaction proved impossible to make the water suffic dense to float the egg.

The school's curriculum is thrashed out regular weekly meetings by the two teachers the owners of the farmhouse, Margaret and Maurice Spong. Maurice is a former head Kent primary school, and acts as adviser Ashton's. Margaret was a deputy head and teaches the nursery children.

Ann Brierley, the infant teacher, moved Skelmersdale six years ago with her husband four children. She says she enjoys this colla tive approach because it makes her think as a teacher about what she is doing.

Curriculum ideas are also shared with part-time teachers and parents. They are the school's council for rubber-stamping, the precise terms of school government to be worked out.

Margaret Spong says that there is a subtle profound difference between these children the children she taught all her life. "It would ridiculous to say that we don't have children throwing tantrums because of course we do the general atmosphere is good. The children very well-motivated and perceptive. We saying they don't have to have that struggle which comes when you don't quite grasp thing. It's a balance between inner and knowledge."

Her husband says sadly: "There is quite a prejudice about the movement. People understand TM. It's a great pity because a harmless thing and doesn't ask for any change lifestyle."

But is that how it really is? Behind fairly uninspiring little primary school, teachers are doing their best to provide with a good basic education in the light own kind of understanding, lies an powerful network leading all the way up Maharishi himself; a network that makes for the Science of Creative Intelligence rather difficult to substantiate.

Squaring up to A level

Urgent revisions are needed in sixth form maths, Chris Waddington argues

The need to change A levels is urgent. GCSE courses have started but the implications of this do not appear to have been seriously considered yet by those responsible for the A level syllabuses.

Mathematics is probably not unique in having reduced content in GCSE, but the approach to learning encouraged by the Cockcroft Report and *Mathematics 5 to 16* is being increasingly adopted in schools.

The date for compulsory coursework in mathematics – 1991 – is only regarded as the target by those teachers who would sooner keep their heads buried forever. Many teachers are aiming to meet the coursework requirements before this; a significant proportion have the first examination in mind. Pupils on these courses now have only 18 months before starting A level.

Pupils who have come to accept an investigational approach to learning mathematics will be faced with a rather different style of learning if they follow the kind of A level courses offered at present.

The emphasis on the learning of techniques for their own sake, rather than as required as part of problem-solving, is not likely to inspire these pupils, particularly since many of the techniques can now be handled by graphical calculators or computer software. It may even make them less inclined to continue with the study of mathematics in higher education than they are at present, worsening the shortage of mathematics graduates.

A level courses need to follow on from the GCSE courses. Where the pupils progress from the fifth to sixth form, the teachers will be aware of the previous experience of their students and may wean them to a less active approach to learning. But this is not desirable.

The same teachers may approach the material differently, but such changes do not happen overnight. Considerable thought and inventiveness may be needed for some aspects of A level mathematics syllabuses. There may still be time, but a reduction in content is necessary and could be make overnight.

Where students tranfer to colleges at 16, the problems are likely to be even greater. The teachers will not necessarily have been involved in GCSE developments and the experiences of the students are likely to be even more diverse than previously. The reduced content will also bring its own problems.

The teachers may be unaware of what is involved in an investigative approach and of the arguments for a shift away from techniques and towards mathematical processes. The students' perception of what constitutes mathematics may be totally different from their teachers' perception.

A change in teacher perception does not take place overnight; it requires much justification and discussion. But there is much less time to make the necessary changes for A level than there was for GCSE.

Discussion by teachers of the draft GCSE National Criteria began in 1981. Some teachers did not enter the discussion until the syllabuses began to arrive last year but these teachers were able to draw on the experience of those who had begun to make changes.

One significant change in teaching required for the investigative or inquiry approach is on-the-spot mathematical thinking by the teacher at the students' initiation. The traditional approach puts the pupils on the spot, the teacher having prepared solutions to problems in advance. At GCSE level, most teachers can cope adequately with this change, and experience shows that many have regenerated their enthusiasm for the subject and for teaching it.

At A level, teachers may find this more difficult to cope with: the able students may be much quicker at spotting relationships; incorrect reasoning is more difficult to identify, and so on. The teaching role is more challenging; it becomes much more the facilitation of learning rather than instructing.

GCSE progressed gradually but time has run out for A level. The INSET programme must get under way immediately: talking, meeting and the development of materials are vital. There is also an urgent need for the A-level boards to bring in alternative syllabuses and teacher involvement in assessment is both desirable and necessary for the same reasons as for GCSE.

It is vital that the universities prepare themselves for these changes. They can no longer expect the same content to be covered. Nor can we continue to use their own passive learning approaches to the teaching of mathematics. They may argue that their students are involved, for they are left to themselves to read books to find out how to solve textbook-style problems. But this is not what is meant by active learning.

As with GCSE, the changes at A level do not require new textbooks but supplementary materials. The wider use of technology will also require funding. Mathematics teachers who have ignored the computer developments of recent years may well face an added problem. Computer literacy will be a necessity of A level mathematics, even if it is only at the level of operating softwarer packages designed to simplify manipulation.

Apparently impossible deadlines were set and met for GCSE; a deadline for reform of A level should also now be set: the 1990 exam.

Chris Waddington is an advisory teacher in Surrey.

Language rules?

Katy Simmonds finds children understand more about English than has been assumed

Kenneth Baker's assertion that "pupils need to know about the workings of the English language" (*TES*, January 23) implies that, without direct teaching of "an explicit model", pupils' knowledge of their own language is at best limited. His view is reinfored by recent reports (*TES*, January 30) which indicate that many pupils are at a loss when asked to perform grammar-related tasks.

But have we been asking the right questions? My work with some 12-year-olds in a local comprehensive school suggests that children know more about language than we might assume.

I wanted to investigate children's awareness of the differences between what we say and what we read – the spoken and the written word. To that end, I first showed the children a series of pictures and asked them to tell a story about what they had seen. The stories were recorded on tape and were later transcribed *verbatim*, so that, for the next session, each child has a copy of every story.

Here are two of the stories:

'One day the village yobbos went down to the village to the telephone box and dared each other to phone the fire brigade. When the firemen came they looked around wondering what was wrong. He saw one of the children. Two of the yobbos legged it down the street. The firemen were very angry and they wondered who was to blame. They caught two of the children and asked who did it. They started to argue so they took them to their parents. [illegible]

Matthew

'There's these three. . . . . er. . . . . four children called Tom, Wayne, Roger and Lucy and they all phoned up the fire brigade as a laugh in the telephone box and when the fire brigade came they hid everywhere they could, not far away so they could see what happens but they got caught as two were trying to run away the other two got caught. The passer-by saw the fire brigade catching them and the passer-by said, "I know where they live" and took them home to their parents and they got sent to bed.'

Wayne

At the beginning of the next session, the children read through all the stories. Were they, I asked, the sort of stories we might find written in a book?

The children's response was immediate and emphatic. There were, they said, many things that needed to be changed. The discussion that followed revealed that they had considerable understanding of the structures of the written language, in particular, of the way in which it differed from the spoken language.

The children were aware of many issues. They immediately set to work "tidying up" the stories, cutting out muddles, eliminating repetitions, and putting in full stops. But their understanding went much further than this and discussion showed their grasp of several major grammatical issues:

☐ sensitivity to "appropriate" language – they discussed at some length whether "yobbos" and "legging it" were the kinds of words they might find in a book. Opinion was divided: while all agreed that such words were informal, some children felt that they added a sense of immediacy to the story;

☐ sensitivity to ambiguity – the children realized that, in spoken language, context and gesture indicate who "they" are in any story. In the written language, however, the writer has to be more specific, in order to make the story clearer to the reader;

☐ awareness of syntax – the children pointed out that, in the second story, "the passer-by" had not been mentioned before and should therefore be "*a* passer-by";

☐ awareness of tense – the children were quick to spot inconsistencies and showed a sound grasp of present and past tense.

As well as these specific textual alterations, the children were conscious of the whole structure of the narrative. "There should be a proper start, shouldn't there, miss:" said Wayne, promptly inserting "once upon a time" into his story.

The level of understanding shown by these children is perhaps surprising, in the light of recent research findings. Perhaps even more surprising is the fact that all the children who took part in my study had considerable reading difficulties and were in the special needs unit of their school.

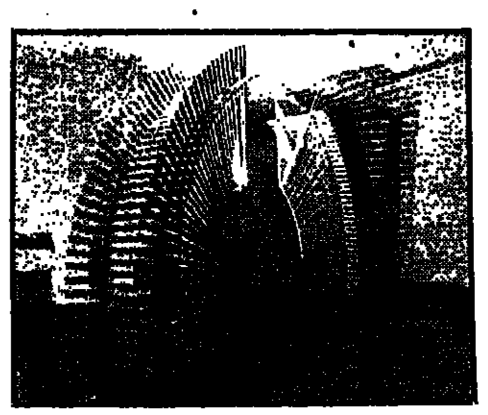
It is true that hey probably could not have given grammatical reasons for the changes they were making, nor have used precise terms to describe what they had written.

But they did have considerable understanding of the structure of their language: they could use their language effectively and understood how language changed in different contexts. Their implicit knowledge of language was considerable: we should bear this finding in mind as we read the more negative research reports.

Dr Katy Simmons is senior lecturer in the faculty of educational studies, Oxford Polytechnic.

Fragment of a universal dance

Annette Kobak eavesdrops on some multimedia magic wrought during the snows



The taxi-driver slithers intrepidly around the empty, snow-bound London streets, out in the weather because he enjoys the drama of it. The train pulls north, carefully, late, past steelworks whose sturdy beams are etched with snow. In Harrogate Josie Henderson, with the cumbersome title of Animateur-in-Education for the North Yorkshire Education Authority and Yorkshire Arts Association, contemplates the next day's event philosophically.

What will happen with the class of third-formers from King James's School, Knaresborough, who are coming to a workshop with Siobah Tobin, the Ballet Rambert's own *animateur*, in among the latticey, kinetic "Arches" sculpture by Charles Quick in a local gallery? Part of her brief in her 20-week appointment is to "increase awareness in the school population of the presence and significance of professional art ventures, and to enhance the collaborative possibilities between different art forms".

Will this imaginative venture work, or will girls titter and be coy, and the arch blink and stretch to no avail? It has proved difficult enough just to get a whole day off for the girls, especially since they only take dance as a termly alternative to PE, and not even for GCSE. Each teacher's permission has had to be got for each lesson missed. It is a small logistical miracle that they are coming at all.

Twenty-two girls in red Stuart tartan skirts spill into the gallery, filling it with chatter and their 12 and 13-year-old shapes, skinny, matronly, hefty, lanky. They noisily surround the silently blinking edifice of slatted wooden one-by-twos. "What do you think of it?". "It's different." The sculptor shows some slides. The straight slats and vertebrated joints conjure up curves and notions of suppleness. One piece looks like a crested Roman helmet, for good reason, as it turns out. It was conceived on the Roman road to Cirencester, where, as you come up through the hill, the trees range like quills over the top, and rhythmically interrupt the light. The slats are held together by tension only, well, and perhaps the odd dab of glue.

The girls move on to the studio, over the road in Harrogate Theatre, to their other *animateur*. At first they are an incoherent mass of uncoordination. "That was awful." They agree happily, riveted by the dancer's manner and movement, her total engagement in the moment. Then they begin to concentrate. The warm-up disciplines take over an hour, backs bent, backs straight, ya-ta-ta-ta. "Imagine you're a merry-go-round horse with a pole down the middle. *Straight* back. Okay, now sit down and think about the sculpture. Its tensions, your shadows it throws on the walls, its slice taken out of the arch and laid on the floor. What words would you use to describe the shapes? Triangles, curves, jagged, smooth, sudden. (Sit straight, think of your heart and lungs, give them space to breathe in your ribcage.) Make the shapes then, in groups, and when you've got some good phrases, let's work them in with the sculpture".

Some inventive little sequences emerge [illegible] robotic threesome, a domino-effect, some [illegible] Berkeley. Three hours and not a flicker [illegible] boredom, or hunger.

After a quick bite the girls return, find space [illegible] express their phrases in, get ready. The lights [illegible] off, except for the bulbs flicking through the [illegible] The groups, at first fixed, suddenly come to [illegible] arching, bending, linking. We watchers hold [illegible] breath: magic has occurred. The place [illegible] disparate shapes have been transformed, [illegible] ing far more than the sum of their parts, a [illegible] fraction of some more universal dance had been earthed.

The bus is ready, they must be off, the [illegible] attention has not flagged for a second. The [illegible] mistresses are astonished: one sliver of the project has engrossed a clas which normally [illegible] constant injections of variety. The girls will [illegible] look at a gallery, or a piece of sculpture – or [illegible] of their spines – in quite the same way again [illegible] their own minds, the groups have only just [illegible] – just like a previous group of young [illegible] who came and composed around the [illegible] Siobhan says "we could go on for weeks [illegible] terms, on just this one phrase", and we know [illegible] could. But schools are shy of "integrated arts" [illegible] alone integrating them outside in galleries [illegible] theatres. The links have been made, but temp[illegible]arily. The sculpture will go, Josie Henderson's 20-week experimental appointment will [illegible] the one-by-twos will un-slat, the Ballet Rambert will move on.

The tax-driver on the return journey had ventured out in the previous day's snow. He [illegible] of *bon mots*. "Discretion is the better part [illegible] valour." "He who runs away lives to fight another day." Meanwhile the snow, that old catalyst [illegible] animator, had begun to disappear.

The ballet workshop formed part of an integrated arts project operating in schools in the Harrogate area, funded by Yorkshire Arts Association, North Yorkshire Education Authority [illegible] T.R.I.S.T.

The project looks at ways in which arts [illegible] can work together. For more information contact Josie Henderson, Harrogate Teachers' Centre, 0423 63557.

***Technical and Vocational Educational Initiative-Related In-Service Training.**

A bow to Fortuna

By day Colin Dexter runs an examination board; by night he writes murder mysteries. Ed Thomason reports

Rob Judges

Colin Dexter is an affable chap whose easygoing demeanour belies a prodigious work-rate. By day he works at the Oxford Delegacy of Local Examinations, overseeing and coordinating every phase of their operation in some 1,800 schools all over the country. Most evenings, after The Archers and perhaps a little Wagner, he writes murder mysteries. His seventh, *The Secret Of Annexe 3* (Macmillan, £8.95) has just appeared in the bookshops and though not as complex as some of the others ("braincracking unputdownability" runs the apt coinage of one past blurb) it has all the ingredients to satisfy Dexter devotees.

There's the lovingly evoked Oxford setting; a corpse in fancy dress singularly lacking in any form of identification; no less than six missing suspects hidden among a strong cast of realistically portrayed everyday folk whose capacities for sex and duplicity fuel the typically sepentine plot. And of course there is the brilliant and unpredictable Chief Inspector Morse and his long-suffering, doughty straight bat of a colleague, Detective Sergeant Lewis. It's an irresistible double-act in the best Holmes/Watson tradition and combined with the page-turning pull of that ingenious plotting has proved a winning formula: two Silver Dagger Awards from the Crime Writers' Association and, last month, a television series with John Thaw as Morse.

Dexter is philosphical about his success: "There's a vast amount of luck involved. I don't agree with the modern emphasis on meritocracy; so often talent goes unrewarded. The Romans had the right idea, everybody, all ranks, used to burn incense to the goddess Fortuna.". As an example of what he means he cites the treatment his first manuscript, *Last Bus To Woodstock*, received from publishers. After Collins had sat on it for months before rejecting it he sent it to Macmillan, "Now it just so happened that Lord Hardinge was in bed with flu that weekend and had some manuscripts sent home to him, including mine. He rang me as soon as he'd finished it and said he wanted to publish – that was only 48 hours after I'd posted it. But what if he hadn't had the flu?"

Well, one suspects that Dexter wouldn't have sat around burning incense. A compact, well-fleshed man in his fifties, he exudes the brisk energy one might expect from a national crossword champion. He was in fact clue-setter Ximenes for a number of years and while that perhaps explains the facility for intricate plots, it's also a handy turn of mind for the daytime job. Servicing the examination needs of those 1,800 schools is clearly a complex operation and while he straddles it with cheerful equanimity, Dexter admits to an increasingly jaundiced view of general trends in education. In his own field he is sceptical about the growing emphasis on "cradle to grave" continual assessment as opposed to the deliberately limiting concept of the traditional examination. It's not the thinking behind it that worries him, it's the sheer impracticality, "Will an employer with perhaps 150 applicants for a job and a shortlist of six take the time to read that many biographies of a whole school career rather than scanning six lists of grades?" He feels strongly too that whatever the system of assessment, schools are a reflection of the people who work in them. "You can't quantify the value of teachers but they are what it's all about. A good teacher can make the dead live." He knows that many Oxford high fliers don't even consider teaching, their target is the City or [illegible] similarly lucrative situation. "Salaries [illegible] whacked up to compete with that."

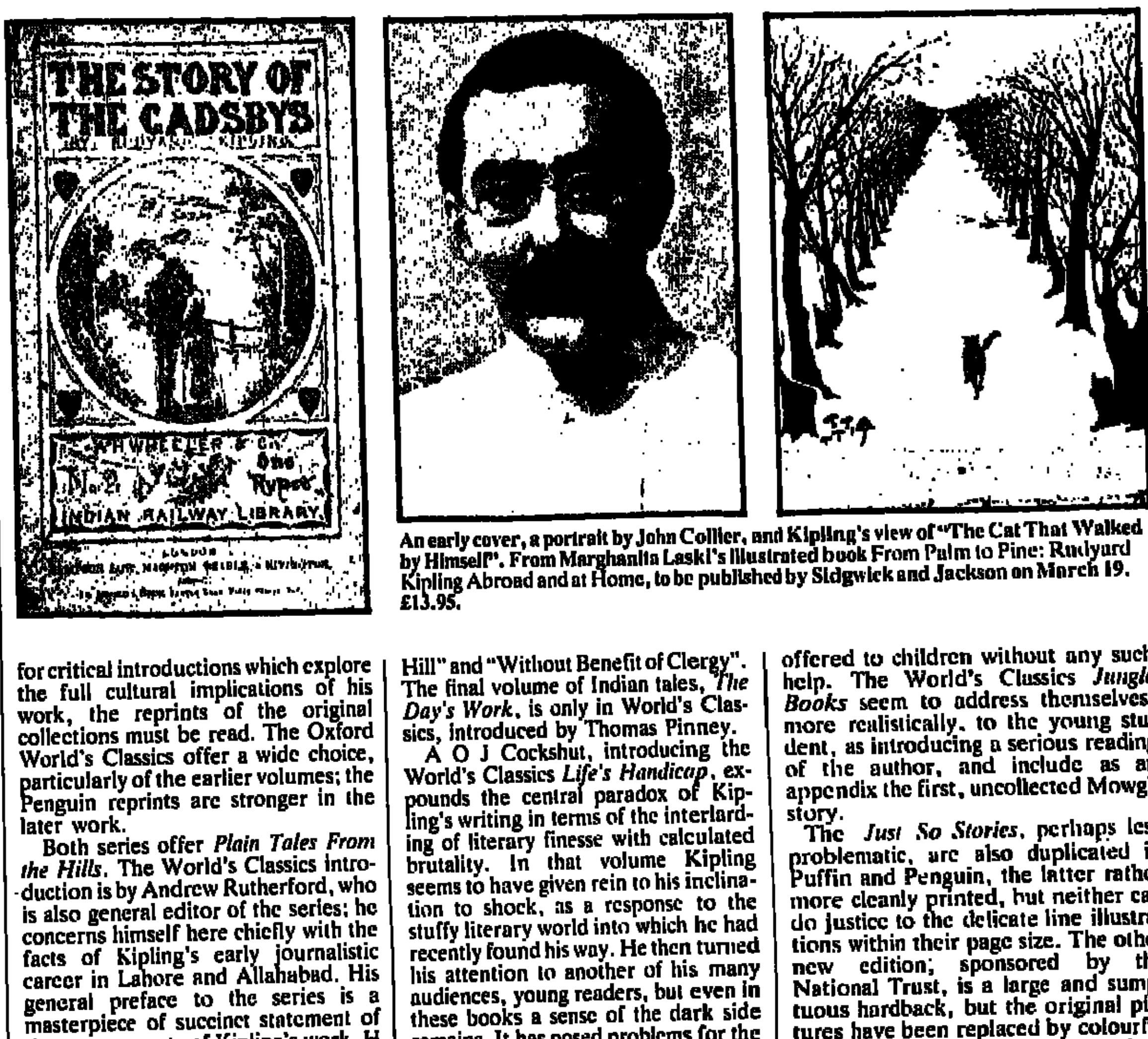
In spite of the pay, Dexter himself [illegible] have been teaching Latin in Corby but for the sudden onset of a sclerotic condition of the [illegible] which left him almost deaf. That happened [illegible] 1966 and he's been in his present post [illegible] "Locals" ever since. A Cambridge man [illegible] ly, he now regards Oxford as his second [illegible] Mater and his feeling for the place shines [illegible] in the books all of which graphically evoke [illegible] and its environs. Dexter believes that this [illegible] main reason why Central Television [illegible] adapt three of the stories. "I'm just lucky [illegible] fetched up here. Oxford is so picturesque [illegible] a place that a lot of people know, or would [illegible] know. It wouldn't have been the same if I'd [illegible] in Rotherham."

Another modest (if astute) bow to Fortuna [illegible] television viewers have already [illegible] verdict of his readership that if in Colin Dexter's case the sweet smell of success is perhaps [illegible] incense, the rest is sheer energy [illegible]

Race, dominion and power

With Kipling out of copyright, the marketplace is full of competing editions.

J S Bratton offers a consumer's guide



An early cover, a portrait by John Collier, and Kipling's view of "The Cat That Walked by Himself". From Marghanita Laski's illustrated book From Palm to Pine: Rudyard Kipling Abroad and at Home, to be published by Sidgwick and Jackson on March 19. £13.95.

In a new edition of the *Just So Stories*, Ronald King, writing from Bateman's, Kipling's "very-own house" in Sussex, pronounces the National Trust view of the Kipling controversy: "The 'jingoist' or 'imperialist' label . . . marred an appreciation of his true greatness . . . but happily all that is now in the past." Would that it were so simple. The exploration of Kipling's contribution to the culture of the British Empire should not be over until we all forget; and the ending of the 50-year period of the copyright on his work (much of it owned by the National Trust) has in fact coincided with a renewed urgency in the struggle for cultural self-definition in post-imperial, multiracial Britain. The mythmaking of a creative genius obsessively preoccupied with race, dominion, spiritual and temporal power and inheritance can still contribute to an understanding of the story of our lives.

The post-copyright selections of his work do not offer much help with this task. Charles Allen's interest in *Kipling's kingdom* is that of a nostalgic Anglo-Indian, and neither his cheery introduction nor the tales arranged to "illustrate" aspects of Anglo-Indian life, with pretty pictures, offer any analytic grip upon the subject. A much better introductory volume is Neil Philip's *The Illustrated Kipling*, due to be published in mid-March. His selection covers the whole range of Kipling's prose and verse, each element placed by a brief introduction, and equipped with marginal notes, glosses and often thought-provoking illustrations. "The Elephant's Child", for example, appears with photographs of the Kipling children and of the story-teller with an audience of infants, as well as good reproductions of the original illustrations and several other Kipling elephant sketches.

More academic selectors choose to neglect cultural analysis to stress Kipling's sheer artistry, his verbal craftsmanship. Sandra Kemp, in the Everyman *Selected Stories* due to be published on April 16, takes this line, and offers 16 tales which demonstrate the development from "Without Benefit of Clergy" to "The Wish House". Craig Raine, arguing the case for Kipling's art with brilliance and conviction, leaves out these particular lollipops, but finds room for eight of the Everyman tales among the twenty-eight in the Faber selection. This is certainly the most comprehensive single volume, the best buy for the serious reader; but no collection can represent Kipling's art fully, since it is, as T S Eliot pointed out, not a succession of short stories and poems, but a unique mixed form. To appreciate this larger organization, and also for critical introductions which explore the full cultural implications of his work, the reprints of the original collections must be read. The Oxford World's Classics offer a wide choice, particularly of the earlier volumes; the Penguin reprints are stronger in the later work.

Both series offer *Plain Tales From the Hills*. The World's Classics introduction is by Andrew Rutherford, who is also general editor of the series; he concerns himself here chiefly with the facts of Kipling's early journalistic career in Lahore and Allahabad. His general preface to the series is a masterpiece of succinct statement of the many aspects of Kipling's work. H R Woudhuysen introducing the Penguin volume demonstrates how in these early tales Kipling "deployed the English standards and fictions in order to explain the imperial task". World's Classics also offer a new selection from the rest of the early tales, *"The man who would be king" and Other Stories*. Louis Cornell introduces the 17 stories as showing both a stylistic development and a thematic coherence. He takes Kipling's childhood experience of isolation and abandonment which is described in "Baa Baa Black Sheep" as the impulse that led him to explore situations in which the protagonist is trapped by rigid systems of caste or calling in a desolate world. The pressure to break the rules is agonizingly countered by the need to retain the self-respect and identity which they bestow; this is the imperial servant's double bind. Both series offer *Life's Handicap*, which includes Kipling's Indian masterpieces, "On Greenhow Hill" and "Without Benefit of Clergy". The final volume of Indian tales, *The Day's Work*, is only in World's Classics, introduced by Thomas Pinney.

A O J Cockshut, introducing the World's Classics *Life's Handicap*, expounds the central paradox of Kipling's writing in terms of the interlarding of literary finesse with calculated brutality. In that volume Kipling seems to have given rein to his inclination to shock, as a response to the stuffy literary world into which he had recently found his way. He then turned his attention to another of his many audiences, young readers, but even in these books a sense of the dark side remains. It has posed problems for the editors of these reprints. Alan Sandison, in his introduction to the World's Classics *Kim*, affirms that "Kipling's view of life is a deeply pessimistic one". But Penguin offer *Kim* without any such explanations, as a children's book, in their Puffin Classics series. The simplified and colourful covers of this and the other two Puffin Kiplings, the *Just So Stories* and *The Jungle Book*, all by Barbara Brown, raise the vexed question of intended readership, which indeed extends to the whole Puffin Classics series: they transmit misleading signals of easy reading. Kipling certainly wrote these books for the young, but they are not necessarily still accessible to them. *The Jungle Books* are already available in several children's editions, but they are often cut and simplified. Penguin's new double volume of the stories, clearly intended for the adult reader, has an introduction and explanatory notes; but the Puffin is nevertheless offered to children without any such help. The World's Classics *Jungle Books* seem to address themselves, more realistically, to the young student, as introducing a serious reading of the author, and include as an appendix the first, uncollected Mowgli story.

The *Just So Stories*, perhaps less problematic, are also duplicated in Puffin and Penguin, the latter rather more cleanly printed, but neither can do justice to the delicate line illustrations within their page size. The other new edition; sponsored by the National Trust, is a large and sumptuous hardback, but the original pictures have been replaced by colourful but inevitably less subtle illustrations by Safaya Salter.

Only four of the later story volumes, *Traffics and Discoveries*, *Puck of Pook's Hill*, *A Diversity of Creatures* and *Debits and Credits*, are now reprinted, all by Penguin. The editors all tend to stress the disturbing duality of Kipling's vision, a division he himself acknowledged in the title of the last of these volumes, published in 1928 when he knew that his stock with the reading public had sunk very low. His retreat from the aggressive self-confidence of the early years also contributed to the notorious reticence of his autobiography, *Something of Myself*, which Penguin reprint.

It is necessary to read these late volumes whole. It was in *The Jungle Books* that Kipling first experimented with his mixed form of verse and prose, as a way of addressing himself to immature readers who could comprehend some things from direct narrative exposition, and achieve further responses via the intensity of verse. Thereafter he produced "built volumes" offering a structured whole in which the complexity of his perception was produced in "three or four overlaid tints and textures" of verse and prose "which might or might not reveal themselves according to the shifting light of sex, youth and experience". Sarah Wintle's introduction to *Puck of Pook's Hill* teases out, for the adult reader, some of the workings of this method in a book in which Kipling's story of England, ostensibly told to the children, delivers his idea of empire more fully than any of the Indian stories. It ends with a hymn, you may recall, petitioning, as a pledge to the "Land of our Birth", that we may learn

> . . . Delight in simple things,
> And mirth that has no bitter springs;
> Forgiveness free of evil done,
> And Love to all men 'neath the sun.

Just So Stories. Illustrated by Safaya Salter. Foreword by Ronald King. Pavilion Books £7.95. 0 85145 105 6.
Kipling's Kingdom. Selected and Introduced by Charles Allen. Michael Joseph £14.95. 0 7181 2570 3.
The Illustrated Kipling. Edited by Neil Philip. Collins £12.95. 0 00 217725 0.
Rudyard Kipling: Selected Stories. Edited and Introduced by Sandra Kemp. Dent.
A Choice of Kipling's Prose. Edited with an introduction by Craig Raine. Faber £12.50. 571 13735 0. £6.95. 14703 8.
Oxford World Classics:
Plain Tales from the Hill. Edited by Andrew Rutherford £2.95.
The Man Who Would be King and Others Stores. Edited by Louis L Cornell £2.95. **Life's Handicap.** Edited by A O J Cockshut £2.95. **The Day's Work.** Edited by Thomas Pinney £2.95. **Kim.** Edited by Alan Sandison £2.95. **The Jungle Books.** Edited by W W Robson Volumes 1 and 2 £2.50 each. **Stalky & Co.** Edited by Isobel Quigly £2.95.
Penguin Classics:
Life's Handicap. Introduced by P N Furbank £2.95. **Plain Tales from the Hill.** Edited by H R Woudhuysen £2.50. **The Jungle Books.** Edited by Daniel Karl in £2.50. **The Just-So Stories.** Introduced by Peter Levi £1.95. **Traffics and Discoveries.** Edited by Hermione Lee £2.95. **Puck of Pook's Hill.** Edited by Sarah Wintle £2.50. **A Diversity of Creatures.** Edited by Paul Driver £2.95. **Debts and Credits.** Edited by Sandra Kemp £2.95. **Something of Myself.** Edited by Robert Hampson, introduced by Richard Holmes £3.95.

Caravanning, witchcraft, micros . . .

PAPER BACKS

A remarkable achievement: Mary Gostelow has managed in some 600 pages to compile a digestible and useful handbook which covers everything from Caravanning to Diplomatic Missions and Wiring a Plug. **The Complete Woman's Reference Book** (Penguin, £6,95) is, naturally, incomplete – no such book could cover everything in detail – but apart from the sections on health and fashion would serve the complete man just as well.

Publishers have been quick to exploit couples' anxieties about failure to conceive. Penguin, if not the first on the market, have in usual style come up with the most. **The Fertility Handbook: A Positive and Practical Guide** by Joseph Bellina and Josleen Wilson (£6.95), first published in the US but revised for the British market, tells you perhaps more than you would ever want to know.

Home is Where We Start From: Essays by a Psychoanalyst (Penguin £4.95) is a collection of writings by the inimitable D W Winnicott. Not just another selection: though there are some very typical general pieces on the child in the family and on delinquency, the volume also contains his reflections – always thoughtful, not always welcome – on such subjects as the Pill, the monarchy, freedom and feminism.

Biography at its best: first published a quarter of a century ago, Robert Rhodes James's **Lord Randolph Churchill** (Hamish Hamilton, £6,95) still shines bright. It is hard to keep up with a subject such as this, but Robert Rhodes James achieves it consummately.

The writer Denton Welch died aged only 33 from the effects of a car accident 13 years before. In those years he lurched from depression to delights. Despite his growing reputation, he lived a relatively isolated life, absorbed with a homosexual affair. **Denton Welch: The Making of a Writer** (Penguin, £4.95) is a remarkable sometimes hilarious tale, well-told by Michael De-La-Noy.

The Witchcraft Act may have been repealed in Britain in 1951, but the fascination and the fear of it lingers on. "Modern" witchcraft is a very different thing from that of the Middle Ages, and from the practices of earlier times. Max Marwick's **Witchcraft and Sorcery: Selected Readings** (second edition, Penguin, £4.95) brings together some of the most important studies of witchcraft from a range of disciplines.

Microchip: the story of a revolution and the men who made it (Pan, £3.95) by T R Reid is a tale of technological discovery told with all the drama we have come to expect from re-enactments by *Washington Post* reporters such as Mr Reid. His subjects are Jack Kilby and Robert Noyce and the invention of the semiconductor chip, which made possible the miniaturization of the computer. It's told with a clarity rare among writers of popular science, and a most contagious enthusiasm.

Robin Lane Fox is as good a gardener as he is a historian. If it's history you prefer then don't miss his **Alexander the Great** (Penguin, £5.95), a worthy monument to his subject that brings the man and his times to life.

Official histories are not lovesome things, unless they are by Charles Cruickshank. His two histories of the work of SOE, the Special Operations Executive, in the Second World War are exceptional (**SOE in the Far East**, OUP Paperbacks £5.95; **SOE in Scandinavia**, OUP £15). True, he gives credits to everyone from the switchboard operator downwards, but apart from this mildly cumbersome aspect, the books are far more exciting and interesting than anything by any of the standard writers of spy thrillers. He tells some remarkable tales with great wit and skill.

Sarah Jane Evans

Aristotle's De Anima (translated by Hugh Lawson-Tancred, Penguin, £3.95) is a major text in Western philosophy, dealing with the principles of perception, motivation and intellect in all living creatures. Hugh Lawson-Tancred's introduction situates it in the context of philosophy before Aristotle and relates it to subsequent enquiry, up to the modern era, to guide the reader through a sometimes difficult treatise.

RB

The 12 essays in **M I Finley's The Use and Abuse of History** (Hogarth Press £4.95) take as their primary subject the history of Ancient Greece, but are concerned with issues that go well beyond the field of classical history: myth, utopianism, the contributions of anthropology and archaeology to historical studies and the nature of history itself. They are the work of a cultured and liberal intellect, its breadth evident in the essay on utopian and "dystopian" ideals, and its penetration in the analysis of generalizations, where Finley criticizes some of the basic assumptions of historical writing and demonstrates his own skill in generalizing from particular cases.

Mark Musa's version of the **Paradiso** concludes his translation of the *Divine Comedy* (Penguin £3.50) and, like the previous volumes, has an introduction notes and an erudite commentary on the text which will help even advanced students of Italian to gain a greater understanding of the text. But, inevitably, this apparatus and Musa's fluent imitation of *terza rima* will most benefit the reader who has enough Italian to use them as a gateway to the original and to capture the movement of Dante's poetry, as well as the meaning of the words.

Robin Buss

Train of horrors

The Stones Cry Out: A Cambodian Childhood 1975–80. By Molyda Szymusiak. Translated by Linda Coverdale.
Cape £11.95. 0 224 02410 8.

It was said by eye-witnesses that at the French Revolution the gutters truly ran with blood. But the scale of that terror was small compared with the loss, by slaughter, starvation or disease, of some two million Cambodians in 1975–79 under the revolutionary régime of Pol Pot.

Molyda Szymusiak was a girl of 12 when the Khmer Rouge captured Phnom Penh and drove all its surviving inhabitants into the countryside. The crowds leaving the city were so thick that "we had to move forward in tiny steps. The west wind began to bring disquieting odours: many people had been killed over by the airport."

The Stones Cry Out, her book about what happened to her and her family in the years that followed, is an uninterrupted train of horrors. Anyone who showed the smallest trace of a bourgeois origin was instantly eliminated; a favourite way, we learn, was to have the victim put into a plastic bag "and beaten until they stopped thrashing around". Alternative methods, of which Molyda saw plenty of examples during her four-year nightmare, were hanging or simple decapitation. For those who escaped the rope, the knife or the bag, there was always cholera.

Molyda and her family were perpetually being moved from village to village by petty officials or party workers who had no idea how to cope with the logistics of the new agrarian policy. In the intervals of being set backbreaking tasks, she found herself bidden to "educational sessions", but it was the need to survive, not ideology, which kept her working.

In the end, and before being overwhelmed by the Vietnamese, the régime fell apart as rival cadres began hacking each other to pieces in the pursuit of nothing more than their pleasure in cruelty. But in any case it was a failure. Molyda – her father had been a senior civil servant, well-connected – tells us that the family went on secretly praying to a Buddha who officially no longer existed. One of the most interesting moments in this book is the author's arrival, by now orphaned, in rags and wasted by disease, at the Kao I Dang refugee camp on the border with Thailand:

> People called out to us: 'Why are you in rags? You should be ashamed!' 'Why are you still wearing your black outfits from Pol Pot?' We explained to them that we'd only just arrived, but they turned away in disdain, forgetting that they themselves were probably just like us only a few weeks ago.

So quickly, so mercifully, had the waters closed. In no time Molyda herself was fitted out with a T-shirt and was looking forward to an ice cream.

"Most schemes of political improvement," said Samuel Johnson, "are very laughable things." Miss Szymusiak's book points up the sage's *mot* in an extreme and gruesome form. One can't doubt that at its beginnings the Khmer Rouge movement, though zealous, bigoted and blind, was motivated by something more than mere class hatred. But the fascination of this well-told book lies less in the phenomenon itself, which is not explained, than in the resilience of those who survived it.

Nicholas Bagnall

Photo: Bruno Barbey Museum

Back to basics

The 'New Maths' Curriculum Controversy – An International Story. Studies in Curriculum History 5. By Bob Moon.
Falmer Press £9.50. 1 85000 1235. £16.95. 122 7.

In a recent edition of an educational weekly there was a short note on the departure of Professor Zoltan Dienes from Europe to Canada. Professor Dienes had been one of the founders of the "new maths" movement during the Sixties. When asked why he had given up his work in Italy, West Germany and Britain his reply was "the backlash".

Dr Moon's book is an account of the growth of modern mathematics in primary schools, of the later controversy which surrounded the concept of "new maths" and of the return to basics. The story from the time of the crusading zeal of people like Dienes to the strident call of "back to basics" – the backlash which Dienes gave as the reason for his departure from Europe – occupies a period of just about two decades, roughly the late Fifties to the early Eighties. It is told by reference to five case studies in West European countries, the Netherlands, France, England and Wales, West Germany and Denmark.

But the underlying study is that of the forces and influences which make for curriculum control and it is an investigation into the methods used by different education systems to promote curriculum innovation. Dr Moon dispels the easy categorizations of influence and control and it becomes apparent that the description of the national systems of education in the five countries, whether they be centralized in control or decentralized, offers little help in the analysis of curriculum innovation at any particular period.

In the author's view it is the complex relationship existing between interest groups which brings about educational change. In the case of modern mathematics in primary schools those groups included enthusiasts like Dienes, administrators, inspectors, teachers, parents and publishers.

The "backlash" which led to the "back to basics" campaign resulted from a realignment of those groups, the trigger for which was the oil crisis of December 1973. That crisis was to have a profound effect on the funding of education in Western Europe and was to condition the views of administrators and inspectors on the priorities which they should promote in educational expenditure. At the same time parents were expressing unease because lack of familiarity with the new concepts thwarted their attempts to take part of their children's education. The tragedy of the "back to basics" campaign was that it marked the end of that all too brief period in this country when there were genuine attempts to enhance the educational experience of children and it heralded the return to the Victorian ideas of training children – presumably for their stations in life.

This book deals with a significant period in curriculum development. The comparative study gives a fascinating account of the interplay of forces in shaping innovations in education. The insights into the education systems of five Western European countries will be of use in debate in this country as the traditional role of the state in education is abandoned.

If there is any criticism of this fascinating study it is that the soot of the midnight oil overlays the style – a common fault of doctoral theses, but one which might prove a little daunting to the non-"cognoscenti".

Ken Donovan

Law and power

Sentencing Young People. By Elizabeth Burney.
Gower £12.95. 0 566 05127 3
"We don't buy sickness, it just comes!". By Jenny Donovan.
Gower £19.50. 0 566 05201 6.

Both these new social studies from Gower tackle the theme of power and the powerless and how this eternal relationship is embalmed in law and institutions.

The careful study of the flawed working of the 1982 Criminal Justice Act by Elizabeth Burney reveals the wild variations in sentencing young offenders for similar crimes. Although intended to reduce custodial sentencing, the Act has reuslted in a chaos of procedural checks and maverick sentencing. As Burney writes of the Act, "sentencers will continue to find in it what they wish to find". Through a close study of the practice of twelve courts (another six refused her facilities), she makes good use of interviews with justices' clerks, probation officers, and the chairmen of juvenile panels to explore contemporary attitudes to the alternatives to custody. There is no clear definition of the much used excuse "protection of the public".

Jenny Donovan's research on the experience of illness and health care among the black population of north and east London is more shrill and lacks a clear argument. Health is viewed almost as a gift in the power of racist doctors and health administrators. Prefaced by a questionable history of immigration and race relations, the study leaps to accusations that rickets, tuberculosis and sickle cell anaemia are direct outcomes of capitalist market forces. If Donovan's analysis of the effect of diet, housing, environment and religion matched the quality of her field work, then her study would have really opened up a neglected area of study.

Simon Newton

A continent in crisis

An African Winter. By Preston King.
Penguin £3.95. 0 14 152365 0

Juxtapose the first sentences of *An African Winter* with the final sentiments expressed in Preston King's fine book, and the crux of the Africa *vis-à-vis* the West's problem is outlined. His first words are "For Africa independence was a boon, met with joy. But it imposed a burden, increasingly sustained with sorrow". King's last words speak of "jaded, self indulgent governmental bureaucracies", which react primarily in their own self interest and only secondarily when "the rhythm of the hot pin" forces them, in that of the Third World African states.

An African Winter is a detailed and scholarly analysis of the relationship between the West and Africa since Independence. Recalling the post-war years of the Marshall Plan, King explains how and why, more than 20 years later, Africa plays such a crucial role in the foreign policies of America, Europe and the USSR, and why it has become a pawn of international power politics.

The book is divided into three parts entitled Drought, War, and Aid Memoir. In each, King provides a thoroughly researched description of the history and economies of several African states, giving a graphic picture of the problems produced by extreme climate and terrain, unsophisticated communications, poverty and lack of education. The section on war reveals the facts and figures of Africa's dependence on Soviet and American military aid which in many instances prolongs civil wars and, consequently, famine. Ethiopia is the most recent and brutal example of this situation.

King's prose is forceful and at times contains a note of desperation. Concluding his chapter, The Politics of the Pendulum, he stresses that Africa, with its immeasurable human and mineral potential, with its colour and vivacity, "is set to become a vast refugee camp, filled to the brim with impoverished and restive people, whose seismic desperation, unrelieved, may well shake the foundations of politics in our century". It is a situation he foresees if positive action is not taken immediately to forestall it.

The problems of giving and accepting aid are clearly laid out and inevitably pose more questions than they offer answers. Post-colonial governments were bent on supplying cheap agricultural produce in order to increase foreign currency. This strategy, however, makes enormous in-roads on food production for the indigenous population. The problem is exacerbated by the deteriorating terms of exchange on the international marketplace and the increased need and expense of administration and defence in African states.

Such tentative solutions as are offered in Preston King's book tend to be highly academic and theoretical. He suggests, for instance, that African states must forget Europe's homogeneous models of so called national unity and move forward; recognizing regional and ethnic variation. This would allow "particular regions to combine in the legislature with others that are like-minded so that no one region alone is ever likely to confront in combination with the rest". However, this proposed rejection of nationalism is very difficult to imagine in practice.

After all the gloomy predictions and explanations, Preston King manages a remarkable optimism in his conclusion. He believes "to overcome historically cumulative inequities is not impossible", and suggests liberalizing trade, providing greater aid, stabilizing commodity prices and increasing investment in the Third World as measures which could and should be adopted by the West.

Nevertheless, with the weight of the many and intricate problems detailed in previous pages these proposals seem woefully inadequate. What is more, having read those previous pages the reader might only expect that the corruption and self interest, to say nothing of the mistakes and bungling described in them, would simply be repeated.

For serious students of "independent" Africa, this book will provide a valuable addition to any collection. The step by step approach in explaining relationships between states, and exactly how wars start and develop fills a gap in the general picture of famine in Africa. We have become used to the fact that famine exists. *An African Winter* explains the background and mechanics of the misery and provides a wealth of information about the underlying problems.

Hilary Tagg

Child of My Love. By Sue Ryder. Collins Harvill £7.50. 0 00 271113 3. £15.00. 272118 X. This autobiography of the founder of the Sue Ryder Foundation is an account of the network of homes caring for the sick and disabled of all nations and a story of spiritual growth.

From Little Thurlow through the Special Operations Executive and the wastelands of postwar Poland, Baroness Ryder of Warsaw talks of pain and her personal optimism.

SN

lingo

Lying abroad

It is not perhaps surprising that, having so rich a literature, we, as a people, are prone to quotation, conscious or unconscious; nor that being thus prone to quotation, human frailty being what it is, we are also liable to misquotation from time to time.

"Water water everywhere and not a drop to drink."

"Fresh fields and pastures new."

For those who care about language these attempts are fairly offensive; they are not what Coleridge and Milton wrote. Shakespeare did not write, "Lead on, Macduff". Botched though these quotations are, however, they do not seriously misrepresent the authors' meanings and they serve as conversational small change.

But there is another kind of misquotation in which the entire point of the original statement is lost. One of Sir Henry Wotton's more subtle and delightful locutions is currently being subjected to this treatment. A few months ago I watched a television programme in which an American spokesman, speaking (as far as I remember) about the Middle Eastern situation leaned knowingly towards the camera and said: "It was an eighteenth century Englishman who said, *An ambassador is a man sent abroad to lie for his country*."

Later, this solecism was repeated by Malcolm Turnbull during the Spycatcher MI5 case. He said that Sir Robert Armstrong, the cabinet secretary, was a true ambassador, in that he was a man sent abroad to lie for the good of his country.

But ambiguity has its function; and word order is an important feature of the English language. One of the definitions of "lie" given in the Shorter *Oxford Dictionary* is, "dwell, sojourn". And what Sir Henry Wotton wrote in that amiable poet/ambassador Christopher Flecknoe's album in 1604 is: "An ambassador is an honest man sent to lie abroad for the good of his country."

Which is different.

Gerard Ben

Poor turnout

HISTORY

The Scandal of the Andover Workhouse. By Ian Anstruther.
Alan Sutton £5.95. 0 86299 172 2.
Finding Out About the Poor in Nineteenth-Century Britain. By Madeline Jones.
Batsford £6.50. 0 7134 4746 X.
Finding Out About Victorian Childhood. By Pamela Harper.
Batsford £6.50. 0 7134 4755 9.
The Relief of Poverty 1834–1914 (second edition). By Michael E Rose.
Macmillan Studies on Economic and Social History £3.95. 0 333 42415 8.
From Luddism to the First Reform Bill: Reform in England, 1810–1832. By J R Dinwiddy.
Basil Blackwell Historical Association Studies £3.25. 0 631 13952 4.
Britain's Industrial Revolution. By Jacqueline Roberts.
Heinemann Educational Books £2.95. 0 435 31883 7.

The poor – the Victorian poor, anyway – are almost always with us in the classroom. Three books for the library (only one, though, completely new) show in their different ways how Victorians faced the problem of poverty. Three books on one theme may seem excessive, but there is no overlap. And there are good reasons why the workhouse goes down well in the classroom.

One is that cosy superiority we can all enjoy while relishing the lurid details of how folk suffered in unenlightened days; however could our ancestors believe that brutality might persuade the poor to help themselves? Their brand of charity is unfashionable nowadays. Another is the rich array of first-hand evidence readily available. A selection appears in *Finding Out About the Poor*, short gobbets attractively packaged and ranging widely. Any enterprising teacher will know how much more is accessible locally: the county records office holds the guardians' minute-books, local newspaper files carry workhouse advertisements, the buildings themselves (disguised now as hospital or institution) are often still there for study, and old folk recall the stigma of the parish. One advantage of local study in depth is that you see Mr Bumble's viewpoint as well as Oliver Twist's.

The Scandal of the Andover Workhouse (first published in 1973) might be such a study of a workhouse in action, but isn't. The point about Andover is that it *was* a scandal, widely and officially publicized, acknowledged with shame by those responsible. Ian Anstruther retells the tragic tale, adding some letters of dubious relevance and much righteous indignation. Madeline Jones's album is more balanced; extracts and pictures, while they underline hardship and squalor, touch on many aspects of the subject. There is even a suggestion that poor folk occasionally enjoyed life, something our materialist generation finds difficult to believe. *Victorian Childhood* is another slight but attractive and enjoyable anthology. In both problems, attitudes and ideals are hinted at though hardly discussed to any purpose.

The Relief of Poverty is concerned with such questions rather than with the sordid details of workhouse and out-relief. What was Victorian poverty, and what caused it? Why did certain attitudes develop, prevail, and then succumb to criticism? How did practice change over 80 years? Michael Rose is determined not to provide another "placid conventional textbook account of the historical romance of 'Welfare Statism'", as he guides us rather breathlessly through the vast literature of recent times. Even he can hardly encompass the widely differing experience of the Poor Law as it operated in each region, examined now in some scores of unpublished theses.

From Luddism to the First Reform Bill sets out with a similar intention. J R Dinwiddy examines the attitudes and purposes of those who espoused parliamentary reform, providing another useful survey of recent research. This is a tangled tale; motives and manoeuvres are never simple. What influenced Whig behaviour seems relatively straightforward, but the assorted movements and individuals lumped together in the radical camp almost defy analysis. Much depended on chance. Nobody foresaw or intended what ultimately came about in 1832; and among other things the fortuitous farce of George IV's marital problems twisted the thread of fate in surprising ways.

Britain's Industrial Revolution brings us back to familiar textbook country, Jacqueline Roberts's main contribution is to reduce language and concepts to their most basic; at the same time she tries earnestly to make readers think about what happened and to understand it. Once you get used to jarring oversimplification and banal prose ("They did not have many things that we have. There was no ice-cream. There were no cornflakes") you find a useful, inexpensive but undistinguished survey.

Tom Corfe

Siege report

A Day That Made History: The Fall of the Bastille. By Nathaniel Harris. 0 8521 96709. The Last Day in Saigon. By John Griffiths. 0 8521 96717.
Dryad Press £7.50 each.

"As the marines waited, crouched down on the roof of the Embassy for fear of being shot at by disenchanted South Vietnamese soldiers, other Vietnamese tried to force a way onto the roof in a last desperate bid to be evacuated. Many who had thought they were to be taken out of Vietnam had, in the final confusion, been left behind. The door to the roof area was barricaded with lockers and air conditioning units; through the window in the door enquiring arms sought to find a way in. One of the marines was given the job of fighting them off, forcing the arms into the broken glass."

This passage from *The Last Day In Saigon* is typical of many to be found in each of these volumes. Both are gripping accounts of significant historical events that lasted for no more than 24 hours. The story-lines are in no way fictional though, and dialogue is taken from eye-witness accounts or reports of actual participants. *Saigon* is more detailed than *The Bastille* in its description of events, but this is hardly surprising when one considers the extra information available.

The first part of each book, "The Events", provides a vivid account of what happened on the day in question. The second part, "The Investigation", places the events in their historical context by looking in more detail at the causes and consequences. Each book is lavishly illustrated and excellently written.

Larry Hartley

Bishop Gilbert Burnet spiced the History of His Own Times (Everyman paperback, J M Dent £4.95. 0 460 01085 9) with a generous helping of scandal and gossip. He also painted intimate and revealing portraits of the great men he knew so well and observed so shrewdly, those who served or betrayed the later Stuart monarchs. A predilection in favour of Whiggery coloured his view, but he produced a sober and substantial survey of their deeds and misdeeds. David Allen's introduction quotes Dr Johnson: "He went about every where, saw every where, and heard every where . . . but he was so prejudiced that he took no pains to find out the truth."

War cry

The Origins of the Second World War. By P M H Bell.
Longman £7.95. 0 582 49112 6.

A touchstone of any historian's opinions about the origins of the Second World War is his view of the so-called "Hossbach Memorandum". This, the record of Hitler's conference with a group of top advisers in November, 1937, outlined his general plans for aggressive Eastward expansion with the absorption or dismemberment of, successively, Austria, Czechoslovakia, Poland and a large part of European Russia.

Scepticism about the authenticity or – even if authentic – significance of this key document was a plank in A J P Taylor's *The Origins of the Second World War* (1961), which derided as simplistic, naive and partisan the notion of the Führer as the sole agent and only begetter of history's bloodiest conflict to date.

Mr Taylor's revisionist barrage attracted immediately, in its turn, an intense retaliatory bombardment; and now, with the origins of the war, we have not just revisionism and counter-revisionism but counter-counter-revisionism. Waves of arguments and contra/arguments are sent over the top with all the regularity of the attacks in which legions are being currently slaughtered in the Gulf War; and being academic, the infighting is of course notable for its ferocity.

Judged by the Hossbach test, Philip Bell may be accounted moderate-orthodox. He does not see "a blueprint for war" emerging from the Conference, but adjudges it "a serious meeting with practical results", not to be dismissed as insignificant simply because Hossbach's summary of the proceedings was (for easily explicable reasons) the sole surviving documentary evidence of their having taken place.

This is a vast topic, and all one can do, by way of brief review, is to commend the masterly equity, lucidity and inclusiveness of Philip Bell's survey of its bewildering complexities. By cutting a clear path through the thickets of factual detail and scholarly contention, he enables us to see that the war was both "avoidable" *and* "inevitable". If the Western democracies had combined in firm resistance to Hitler's designs from the start, by opposing the Remilitarization of the Rhineland in March, 1936, there is little if any doubt (as Telford Taylor's *Munich: The Price of Peace* shows in such overwhelming detail) that he could have been stopped in his tracks. But once they paid the Danegeld of continued compliance to ever more unreasonable and bellicose demands, they not only never got rid of the Dane – they had to fight him to the death at a cost infinitely greater than that of manfully calling him out in the first place.

Martin Fagg

Time zone

Storyline History. By L E Snellgrove. Books 1–4.
Oliver & Boyd £3.00 each. 0 05 003666 1/003667 X/ 003668 8/003669 6.
The Vikings: Fact and Fiction. Adventures of Young Vikings in Jorvik. By Robin Place.
Cambridge University Press £4.25. 0 521 30855 0. £2.25. 31572 7.

Four dozen tales drawn from the past 4,000 years make up *Storyline History*. The language is cautious and straightforward, the books are attractively produced with colourful pictures (not always as helpful and informative as they might be) and occasional vivid maps, and the subject-matter has the fascination of true-life stories. A bold time-chart heads each volume to set its characters in chronological context. Some are familiar figures; Boudicca makes her obligatory appearance near the beginning. Others are less hackneyed, or appear at unexpected moments in their careers: Elizabeth I and F D Roosevelt both face illness, Galileo develops his telescope, a Yoruba slave grows up to be the first black Anglican bishop.

A good teacher will find opportunities to develop historical skills (using, perhaps, the tomb-paintings recording Hatshepsut's Red Sea voyage) or to fill out period context; but some tales, though good reading, deliberately fight shy of useful historical interest.

The skills of the archaeologist, as well as those of the practised writer, make Robin Place's interpretation of Jorvik as imaginative and exciting as is the display itself. She tells an everyday story of urban folk in somewhat smelly surroundings – and there on the facing page are all the real artefacts and places that figure in the fiction. A pity, perhaps, to leave the impression that Viking houses were built inside big pits; but in other respects this is a careful and thoroughly enjoyable little book.

T C

CHILDREN'S LITERATURE

Lantern magic

Drakestail Visits the King: a Magic Lantern Fairy Tale.
Guleesh and the king of France's Daughter: a Magic Lantern Fairy Tale. Retold by Neil Philip. Illustrated by Henry Underhill.
Collins £4.95 each.

Something interesting here. The pictures in these two books, by Henry Underhill (1855–1920) were originally painted on the glass magic lantern slides with which this agreeable man (Oxford grocer, amateur naturalist and photographer – and no mean artist) entertained the lucky young of his Sunday School and Band of Hope gatherings. *Drakestail* was shown in 1891, *Guleesh* a few years later. "REAL OLD FAIRY TALES . . ." ran the handbill. "The pictures are not coloured Photographs but Water Colour Drawings painted expressly for this exhibition."

Vivid and luminous, clear in detail (the Guleesh designs especially, with their airy elfin horses in vibrant flight) these pictures catch the proper spirit of fairy tale. They are aptly matched by Neil Philip's excellent, vigorous text.

Naomi Lewis

Left: an illustration from Guleesh and the King of France's Daughter

HOME ECONOMICS

Food Around the World. By Jenny Ridgwell and Judy Ridgway.
Oxford University Press £4.95. 0 19 832728 5.
Food Facts. By Della Clarke and Elizabeth Herbert.
Macmillan Education £6.95. 0 333 33613 5.

Food Around the World is a gastonomic tour through Scandinavia, France, Spain and Portugal, Italy and Central Europe, Russia, Greece and the Balkans, the Middle East, Africa, India, Pakistan and Bangladesh, the West Indies and South America, taking in Jewish cuisine on the way.

The book is beautifully presented with illustrations and colour plates of various prepared dishes. The recipes are simple and clearly laid out with precise details about what to buy and alternative names for fruits and vegetables where necessary. The authors also suggest alternatives for ingredients not readily available.

The maps, details of historical interest and short passages on cultural food customs will also make the book of value to humanities, RE and English students.

Food Facts is a detailed, well-researched study which explains the links between food science, nutrition and food preparation. Aimed at students taking GCSE Home Economics courses, it would also be a useful course book for students of Food Technology, Food Chemistry or Pure Nutrition, and invaluable as a teacher's manual or reference book.

The first section, "Food in our Lives", deals with cultural, social, environmental and consumer aspects of food and nutrition. The second section, "The Food we Eat" covers nutritional choice, food values and food preparation. Students will certainly gain a thorough understanding of the chemical composition of nutrients and how the body utilizes organic nutrients. Many difficult concepts, such as single and double convalent bonding, are dealt with in great detail.

Christine Traxon

Further articles and reviews on Home Economics on pages 37–45

SOUNDINGS

Facts of life – the latest?

Now that postmen have stopped pushing Aids leaflets through letter boxes it's common to hear adults say: "I am just glad I am not a teenager any more". They imply that today's teenagers are going to miss out on the fun which teenagers in the Sixties and Seventies were all supposed to have had. They may be right, but if the sex education books currently available for teenagers were the sole source of information, then today's adolescents could be left in the dark about many aspects of Aids.

There have never been so many books to advise the young about sexual activity. Several have been published or revised in the past year or two so it's surprising how reticent many of them are about Aids. A few publishers admit their books are slightly out of date. However, none of those *The TES* asked this week said they would be making revisions until stocks would in any case dictate a reprint.

Two book which have previously won *The TES* Senior Information Award seem to have about the right amount of information for their target age groups in their current editions. *Make It Happy* by Jane Cousins, in its 1986 revised edition, has a clear account of what Aids is, how you get it and what the symptoms are. The advice is blunt: "Don't have sex with anyone in a high risk group." Cousins doesn't put too much faith in the condom as a means of avoiding Aids although she does suggest saliva is safe, which is no longer accepted by all doctors. Penguin is happy with this edition and has no plans to revise it.

The other *TES* award-winner is *Growing Up*, part one of Usborne's Facts of Life books and written by Susan Meredith. This was published in 1985 for children as they reach puberty. There is one reference to Aids, in the glossary. This is a simple explanation and there is no advice to readers who, after all, are too young to need or be expected to heed it. Nevertheless Usborne has plans to revise the book at its next reprint by adding information where it would most obviously fit, says spokesman Jill Davie. There has just been a reprint, but it's likely a revised edition may be out by the end of 1987, thanks to high sales. *Growing Up* was the only non fiction book to be among the 10 best-selling chidren's books of 1986 according to the Centre for Children's Books.

Another book for younger teenagers and pre-adolescents is also called *Growing Up* and was written by Dr James Docherty for The Royal Society of Medicine. Alistair McIntosh of Modus Books, the title's publisher, says there will be a reprint before the middle of 1987 and that it will contain a little more about Aids. "The key for a book for this age group is not to give too much information about the disease but to make them very cautious indeed about when they plan to start having sex and with whom."

The message in *Growing Up* is already strong: sexually transmitted diseases are spread by promiscuity; certain "so called safe sex practices can reduce the risk but, apart from total abstinence, there is only one way to avoid the risk of catching an STD. This is fidelity with a single partner." Mr McIntosh says Modus will publish a book for older children, *Getting Together*, at the end of this year and that this will contain detailed information about all aspects of Aids.

Macmillan also publishes a book for young teenagers, called *What's Happening to Me?* by Peter Mayle. This does not refer to Aids and there are no plans to update it. At Piccolo, however, there is talk of asking Miriam Stoppard to revise her book *Talking Sex*, which was first published in 1982 although there have been revisions since. The current edition does not mention Aids.

Two booklets published by the British Medical Association and revised last year to discuss Aids in as much detail as the brief format allows and so there are no immediate plans for revision. *Knowing About Sex* by Eric Trimmer is unequivocal about anal intercourse saying it "is certainly not safe. Aids, infective hepititis, together with other STDs, are spread in this way". And James Hemming's *Teenage Living and Loving* has a longer section about Aids with firm warnings about promiscuity and intravenous drug use.

The same is not true of the latest book to join this field. In *Sex with Paula*, Paula Yates is slightly dismissive of the interest shown by the media in the subject of Aids, saying the discovery of the disease has "caused the recent surge of mass hysteria". Her explanation of Aids is adequate but she suggests herpes is the STD most people worry about and in sections on anal and oral sex makes no reference to Aids. Nor is there any suggestion that promiscuity helps the disease to spread.

As the book was published as recently as January 15 there is no good reason for this and the publishers, Sphere, admit that it could perhaps do with revision. However, they have not yet approached the author and wouldn't consider a reprint until the first edition is sold out. It looks then as if Yates' television series will be more informative than the book when it is finally broadcast. It was scheduled to start in February, but was postponed until the autumn because its coverage of Aids was so thin.

Yates isn't the only author who is unwilling to advise continence to her readers. Kaye Wellings, whose book *First Love First Sex* is recommended by the Family Planning Association, says merely "do be choosy about who you have sex with" at the start of the section about STDs. She doesn't give much space to Aids probably because, like Yates, she believes the media has been guilty of exaggeration.

Her book was published in May last year by Thorsons. It's perhaps surprising that Aids wasn't given more space, since Thorsons published Robin McKie's book on Aids just two months later. Thorsons will not revise the book this year.

Suzie Hayman, who wrote *It's More Than Sex* in 1986 deals with the symptoms of Aids but makes no suggestion as to how to avoid catching it. She says gay men are at high risk but doesn't explain why and her section on homosexuality makes no reference to Aids. Nor is there any hint that anal sex might be dangerous. Wildwood House, the publisher, has no plan to update the book although when the time comes for a reprint will consider adding new material.

Another book which could benefit from revision is *Sex and You* written by Dr Alexander Gunn and published in 1986 by Macdonald. Dr Gunn discuses Aids and says which are the high risk groups but does not describe the symptoms or suggest that the disease is spreading among heterosexuals. There is no reference to safe sex or to condoms or to the dangers of oral or anal sex and Macdonald has no immediate plan to revise the book.

Jennifer McKay

Make It Happy by Jane Cousins. Penguin, latest edition 1986. £2.95. 0 14 005427 8.

Growing Up by Susan Meredith. Usborne Facts of Life, 1985. £3.50. 0 86020 851 6.

Growing Up by Dr James Docherty. Modus Books for The Royal Society of Medicine, 1986. £5.95. 0 948881 01 1.

What's Happening To Me? by Peter Mayle. Macmillan, latest reprint 1986. £5.95. 0 333 241797.

Talking Sex by Miriam Stoppard. Piccolo, 1982 with some reprints since. £1.75. 0 330 267 523.

Knowing About Sex by Eric Trimmer. British Medical Association, latest edition 1986. 95p. 0 7279 0110 9.

Teenage Living and Loving by James Hemming. British Medical Association, latest edition 1986. 95p. 07279 0017 X.

Sex With Paula by Paula Yates, Sphere £2.95. 0 7221 9392 0.

First Love First Sex by Kay Wellings. Thorsons, 1986. £6.99. 0 7225 1233 3.

It's More Than Sex by Suzie Hayman. Wildwood House, 1986. £3.95. 0 7045 0512 6.

Sex and You by Alexander Gunn, Macdonald, 1986. £7.95. 0 356 10926 7.

Older, not wiser

Barry Russell on 21 years of Belgrade TIE

There is a company joke at the Belgrade Theatre, Coventry about the head who heard the theatre-in-education team were coming, and rang to ask, "do you want them in their knickers?" It is a joke with a purpose, for it measures the way that attitudes to theatre in schools have changed since the pioneering days, 21 years ago, when the Belgrade became the first major theatre in the wrold to sponsor a full-time educational programme. TIE today is designed to make pupils think, rather than jump about the gym, and the change is due in large part to the successive generations of actors who have worked for the Belgrade team, and it is right and proper that today's generation should celebrate their longevity. But on the evidence of one of the two shows on offer this winter, one has to ask whether age has brought any greater maturity.

Going Under is a company-devised kitchen-sink drama about violence, aimed at "those with emotional and behavioural problems". Its form is that of True Confessions. Jo, the central character, introduces scenes from her life at home and at school to illustrate why she has taken to shoplifting and what the pressures are that compel her to break up her mother's prize china. Mother doesn't love her, father lives elsewhere, brother is bullied at school, girlfriend is beaten up by her stepfather, and teacher is repugnantly well-intentioned. In short, it is a dustbin of a life that is meant (presumably) to reflect problems that its audiences will recognize and identify with.

There are weaknesses in the script; acting and direction make it clear that, if the work has merit, this is not to be sought in its aesthetic qualities. One of the problems of TIE is that it has been seen too often as a path into the professional theatre, to be abandoned when the "big break" comes, with the result that there is a constant replacement of skilled workers with less skilled beginners. Companies where that is not true, like Spectacle Theatre in Wales, protect their artistic standards with the same ferocity with which they defend their social and political ideals. The Belgrade team has let the aesthetics slip.

As a piece of social work, *Going Under* comes perilously close to formal psychodrama, where the powerful techniques of drama are harnessed as therapy. It is rich to the point of confusion in unresolved moral dilemmas and hidden connections. At one point, it looked like a representation of the kind of nightmare an overworked child psychiatrist might have.

The problem lies in making sense of it all afterwards. The Belgrade's most experienced presenter, Brian Bishop, made a bold attempt at initiating group analysis after the show. In a short session with the children and their teachers he extracted a list of the moments that had made the most impact, and then passed the work back to the actors for a spell of what is called "hot-seating". This involves the actors – still in character – sitting with small groups of children and discussing the moral dilemmas that the play throws up.

But with disturbed and largely inarticulate children, unwilling or unable to accept the sophisticated conventions required to make this technique work, the session had to be judged inadequate. This would have taken much more skill than young and relatively inexperienced "actor-teachers" can command.

Dancer Adjusting her Slipper. Pastel and charcoal c1880–85

Studio work

The Private Degas.
Whitworth Art Gallery, Manchester, until February 28 then Fitzwilliam Museum, Cambridge, March 17 – May 3.

In almost every major display of the work of a great artist, the focus of attention is on finished works presented as the creation of an unexplained genius but that is not the intention of this exhibition or its accompanying book and catalogue. What Richard Thomson shows us is Degas' studio practice, how he planned, assembled, altered and clarified his conceptions; how, in short, he conceived and executed those stunning images of modernity that made him not only one of the greatest artists of his day but one who still seems relevant.

A life-long analyst of other artists' works with many extant drawings and paintings to prove it, Degas is an ideal choice for such treatment. Studies of equestrian figures in Benozzo Gozzoli's "Journey of The Magi" informed his first racecourse drawings and paintings in the 1860s which were later transformed by the example of Muybridge's photographs of moving horses. Yet all were underpinned by Degas' earlier admiration for the Parthenon friezes, echoes of which found their way into his free-standing sculptures.

All the relevant studies and copies are on show beside Degas' increasing habit of reworking the same motif in several media, translating through reversals and relocations as the need arose. This, on one level, subtantiates his claim that "No art was ever less spontaneous than mine. What I do is the result of reflection and study of the great masters". Where the exhibition rises above the catalogue of sources is in its tenacious pursuit of Degas' further transformations in the light of new experiences or new interests.

That a recollection of Veronese's "Annunciation" lies behind Degas' early "The Duet (The Rehearsal)" is revealing. That it was also fused with Le Seur's "St Paul Preaching" and direct observations from contemporary life to generate the later, masterly series of café-concert performers is surely a flash of genius, openly contradicting Degas' additional claim to know nothing of "inspiration, spontaneity, temperament" and shedding invaluable light on the devious ways in which great art is realized. For aspiring students, revelations like these offer encouragement to their own borrowings and hope that they, too, may one day achieve a unique vision.

Michael Clarke

High note

The second of the Singing Days held periodically in different parts of the UK by the **British Federation of Young Choirs** was conducted at the Fairfield Halls, Croydon, on February 1 by Sir David Lumsden, principal of the Royal Academy of Music.

Some 350 young singers from school and youth choirs gathered together to rehearse and then perform a programme which included the Bach motet "Lobet den Herrn", "Oh Clap Your Hands Together" by Orlando Gibbons, "Spare Parts" by Paul Patterson and Constant Lambert's "Rio Grande".

It was an ambitious programme which might have been adjudged simply too difficult for there to be a hope of polished completeness in the performances. However, a day like this is concerned with musical education and the broadening of experience and there can be no doubt of the benefit which the young singers had from studying these pieces. They responded particularly well to the Patterson, a humorous and eclectic work originally written for the Kings Singers and conducted on the singing day by the composer, whose lively and natural promising rehearsal style was much appreciated and contrasted well with the restrained and stylish perfectionism of Sir David Lumsden.

Supporting the choir was the Leicestershire Schools chamber orchestra whose contribution was entirely professional in all respects.

The singing day was sponsored by National Westminster Bank and the Croydon Education Committee. The next British Federation singing day will be in Glasgow on February

Gerald H

Audition

Welsh teenagers planning a future in dance, stage craft and choreography will be intertested to know that the London Contemporary School will be auditioning for new students on March 6 at the National Sports Centre, Cardiff. Applicants will participate in an hour-long contemporary dance class as well as a ballet session. If successful at this stage they will then have to perform a solo dance, undergo a medical exam and pass an interview with the school's principal Dr Richard Ralph.

The school offers a range of courses including a BA degree in contemporary dance and choreography run in association with the University of Kent. Although previous training in dance is preferred, the school encourages any interested individuals who are commited to dance to apply. Application forms and further information are available from the Welsh Arts Council Dance Department, (0222 394711) or direct from the London Contemporary Dance School. (01-387 0152).

The dark side of the moon

Matthew Reisz previews tonight's BBC documentary, 'The Paperclip Conspiracy'

The Paperclip Conspiracy.
BBC 1, February 20, 10.20–11.30pm.
The Paperclip Conspiracy: The battle for the spoils and secrets of Nazi Germany. By Tom Bower.
Michael Joseph £14.95. 0 7181 2744 7.

Neil Armstrong's "small step for a man" may indeed have been "a giant leap for mankind", but it was a particular triumph for the German rocket team led by Werner von Braun. Their expertise was unparalleled, but it had been largely acquired in an underground factory at Nordhausen, where slave labourers put their ideas into practice by building V2 rockets. Similarly, the great American advances in aviation medicine were led by scientists who had commissioned horrendous experiments on inmates at Dachau which were specially filmed and shown to Himmler. All such technicians had their pasts sanitized to allow them entry into the United States; all were shown a degree of consideration accorded to very few *victims* of the Nazis.

Such are the themes of Tom Bower's fascinating, if rather sensationalist, television documentary. His book sketches in the background, gives detailed account of the intrigues within American and British government departments and offers some intriguing speculations about the postwar world. The Allies had been utterly amazed by the successes of Nazi weaponry and technology, and this led to an unholy competitive scramble for aeronautic experts and other scientists when peace came. About a quarter of them ended up in Russia, the French, who had the best contacts, grabbed about 8 per cent, the Americans about 12 per cent and the British a mere 1 per cent. This left many of them in Germany, where they teamed up with industrialists, who easily recovered money secreted in Swiss bank accounts, and soon helped build (or rebuild) today's great industrial empires. British officials, meanwhile, tended to combine a contemptuous attitude to industry, science and the American occupying forces in Europe ("a bunch of disorganized looters on a par with Goering in an art gallery") with an unwillingness to believe that German expertise could really be superior to English; Britain's economic decline since the war may well be related to the opportunities missed.

The American government also gave private companies little opportunity for booty-hunting, but the military made every effort to obtain technicians. This created some fierce disputes between the Pentagon, the Immigration Service and the State Department, in which acute moral as well as practical issues were raised. The military were keen to circumvent regulations which required the arrest of all ardent Nazis and SS officers, while State Department officials, led by Samuel Klaus, a brilliant Jewish lawyer, and his immediate colleagues, fought to ensure that restrictions on immigration were always complied with. This predictably led to antisemitic outbursts, accusations that Klaus was unpatriotic or a crypto-communist, and requests for him to be "plowed under". The struggle nonetheless continued for several years. It was only when relations between the superpowers worsened in the lead-up to the Korean War in 1950 ("on the technical level, a trial of strength between two different teams of Germans") that denying as much technical expertise as possible to the Soviet Union became a central priority.

This led to the final version of Project Paperclip, when paperclips were put on the scientists' files as a code and their security reports were shamelessly altered: "an ardent Nazi" would conveniently be reclassified as "not an ardent Nazi". (Such impeccably clean testimonials were nicknamed "Persilschein" after the soap power.) One of the Pentagon officials involved in this, oddly enough, had taken part in the liberation of Nordhausen and been deeply distressed by "the corpses stacked by the crematoria and others hanging from meat hooks [who] were so emaciated there was not even an odour of death"; two years later, he helped the scientists who were largely responsible become American citizens: "We didn't care about their background. We had to keep the scientists out of the Russians' hands because they were vital in any future war and they could do us some good." Many of them indeed became model American citizens, feted in their adopted towns, during the triumphs of the space programme, in bizarre "local boy makes good" ceremonies.

Many other strange and unpleasant things, of course, took place in the turmoil at the end of the war as the Allies fell apart and put foward a series of different plans for Germany; yet Paperclip offers a particularly telling contrast with the Nuremberg trials which were taking place at the same time. Bower concludes by stressing the complete failure of denazification: "Four years after the war, those responsible for the day-to-day management of postwar Germany were remarkably similar to the management during the days of Hitler." Other unsavoury characters went on to win fame and fortune in America; had the Americans really fought the war, an anti-Paperclip official in Bower's film wonders aloud, to provide a rest home for old Nazis?

Radio

Any complaints?

About the only disaster not to have befallen the BBC in recent months is for it to be featured in a government AIDS warning. (Heaven forbid, but can't you picture a sunken Broadcasting House with those capital letters carved into its grey stone walls and that voice-over intoning, "Don't die of information!") But with the return of **Feedback** (Radio 4, Fridays 9.45am, Sundays 6.15pm), the programme that "airs your complaints and queries about the BBC, its programmes and policies", would we not hear the punters' serious worries?

The letter-writers did not disappoint. "Sheer BBC arrogance!" "I am appalled!" And to which crime were they referring? The removal of **Church Bells on Sunday** from 7.45am to 6.50am and to its curtailment by a minute. The xenophobic correspondents of *Feedback* also had a go at the World News on Radio 3, mainly on the lines of "I don't want to hear about places I've never heard of". They must love **The Local Network** (Rado 4, Tuesdays 4.5pm, Sundays 7.15am LW). Another attempt to give the Local Radio stations a hearing on a national network, this latest series is presented by an award-winning duo from BBC Radio Norfolk. This station has achieved phenomenal success (ie large audiences) by self-avowedly aiming at "older socio-group C2/D/E listeners" and flattering them with a vengeance.

David Clayton peddles down-market enthusiasm; Neil Walker down-market cynicism. It is a clever mix but, while parochialism can be a virtue on local radio (especially in Norfolk), it may emerge as triviality on Radio 4. The topic of the first *Local Network* was tourism. It fleetingly asked whether York Minster was no longer a place of worship but simply a tourist trap, suggested Brighton's tourist trade was helped by Heathrow (Gatwick?) and failed to resolve whether Holmfirth was delighted or infuriated by the coach trips that arrive there to catch a glimpse of Nora Batty's wrinkled stockings (it's where they film *Last of the Summer Wine*).

A more traditional Radio 4 feature was last weekend's oddly moving **Saturday Feature**. John Parry brought us a sound portrait of Martyn's, a now-defunct firm of arts craftsmen. They built the Cenotaph and the Speaker's Chair; decorated the *Titanic* and *QE2* and founded the Gloster Aircraft Company. As its various workers in wood, stone, bronze and iron told us, "You don't bother about your remunerations . . . we've left something to posterity". It all folded in 1971.

Correspondents of *Feedback* also complained about the amount of speech on Radio 3. This is not of course merely a music network but an imperfect descendant of the Third Programme. It came good last Sunday with **Waiting for the New Wave**. Gerard Gould considered why contemporary French theatre should be experiencing a golden age yet one from which authors are excluded. Since the 17th century, French theatre has been one of great texts. Molière, Racine and Corneille had their natural descendents in Beckett, Ionesco and Anouilh. But with 105 theatres open in Paris every night, where are today's great dramatists? Nowhere, because now the director is dictator. An imaginatively constructed argument, it gave us enough of the original French interviews to please those who have some French while the translations were never obtrusive. The documentary revealed that, while subsidies have more than doubled in the last two years, most of the creative energy has been diverted into reworkings of classic texts (as often as not with a Marxist bent). As Gould indicated, a new wave may be growing: as yet it is merely a ripple on the water.

David Self

Television

Learned idiots

Idiots savants was Binet's name for an extraordinary and mysterious class of people; **QED** (BBC1, February 11) called them "the foolish wise ones" and it is a matter of taste whether you consider that more or less disparaging than a literal translation of the term "learned idiots". It certainly gives a less accurate description of the enigma. A very few autistic or severely retarded children acquire a talent in one well-defined area which is not only inexplicable in relation to the rest of their intellectual and social development, but far exceeds the capacity of "normal" children or adults. More than one case has involved skill at computing and there was a pair of autistic twins in the United States who, like David on *QED*, could instantly ascribe the correct day of the week to any date in the calendar. They provided some of the inspiration for Michel Tournier's novel *Gemini*.

The programme invited an expert to question David, in an attempt to find out how he did it, and to test him against a pocket computer. David convincingly beat the computer, but his inability to add seven and eight suggested that his method was not mathematical. Another possibility involved working out, then memorizing and reading off sets of tables, which seemed equally improbable.

In the end, there was no convincing explanation for David's talent, or for that of Nool, who can reproduce any piece of music on the piano after hearing it two or three times, or for Stephen's draughtsmanship which astonished Sir Hugh Casson. Despite its title, *QED* did not set out to offer a neat solution, but to move us to wonder. Thanks to its three subjects, it succeeded.

The eve of Saint Valentine's Day was an insufficient excuse for *The Kiss* (BBC1, February 13), one of those pop psychology items that supply a compendium of commonplace observations and half-baked theories, backed up by scenes of the fastest kissers in the West. Dr Ruth Wesheimer (**Ask Dr Ruth** Channel 4, from February 11) may propose a similar mixture, but she omits the competitive element, gets well beyond the kissing stage and delivers it with such frenzied conviction that you might even be prepared to overlook her guests' far-fetched ideas for sustaining romance (a spur-of-the-moment trip to Mexico, for example).

The problems, for most couples, are liable to be more prosaic, as **Forty Minutes** (BBC2, February 12) showed in its programme on step-families, and being able to predict them is little help when it comes to what one mother described as the "horrendous" first few weeks of reconciling two sets of children to new parents and siblings. I don't know if airing it all on television helped these families as much as it is supposed to help Dr Ruth's audience, but grievances were expressed without inhibitions and one child, already classified as "a problem" by himself and his parents, now enjoys that status on the authority of the BBC.

The South Bank Show (ITV, February 8) took the cultural tourist trail to Villa Diodati for another demonstration of what the Byron-Shelley ménage got up to in the evenings before we had television, inspired this time by the release of Ken Russell's film *Gothic*. When a myth is exhausted, one contributor remarked, it is replayed as parody, and **Moonlighting** (BBC, Mondays) could illustrate that thesis with respect to the myth of the private eye. Last week (February 9) it had Maddie agonizing over her parents' marriage, but the real quesion, as always, was how long she and David can avoid the kind of relationship that would interest Dr Ruth.

Strong on family matters and intimate relationships, British television pays comparatively little attention to events abroad, compared with the German TV channel, cited on **Télé-Journal** (BBC2, February 9), which has 24 permanent foreign bureaux. This is part of the reason why a programme like Eamonn McCann's **Diverse Report** (Channel 4, February 11) from Libya is welcome, but faces the problem of contextualizing its main event, an interview with Colonel Gadaffi. In the end it did a good job, showing a Libyan view of world affairs which, given the nature of the series, could surely have done without the "special discretion" warning that introduced it.

"I see nothing wrong in contemplating the possibility of concentrating some students a little more directly on the actual economic benefit and the economic cost of the courses they are undertaking," George Walden told **A Week In Politics** (Channel 4, February 13). Toriologists will be able to interpret this coded remark: it means that, should loans replace grants, students may be less inclined to study arts subjects and to go for courses which would allow them, eventually, to repay their loans. To guide undergraduates into this marketplace, the government could employ one of its own variety of *idiots savants* to ascribe a simple numerical value to each academic subject as an indicator of its relative economic weight.

Robin Buss

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The world on stage

Hugh David on Peter James and the new internationalism he has brought to London theatre

"Insularity is something we've never been ashamed of in this country," says Peter James, artistic director of the Lyric Theatre, Hammersmith, seemingly without the slightest touch of irony. But then he pauses, smiles and adds: "We really are quite comfortable with it."

Got you. The smile changes to a grin and James goes on to explain that he is talking generally; present company excepted. It is impossible to imagine it any other way, least of all now. A rash of internationalism is about to break out on the face of British theatre, and James is happy both for one strain of the virus to be traced back to Hammersmith, and for a red cross of discomfiture to be painted on his door.

Ever since he saw the Berliner Ensemble in 1963 during one of the late Sir Peter Daubeny's World Theatre seasons at the Aldwych, he has believed that all the world is literally a stage – one stage – and that the productions and production styles of one culture can only enrich another. That belief rapidly came to shape one side of his career.

As he developed as one of the sharpest regional directors in this country, at the Liverpool Everyman Theatre, the Young Vic and then the Crucible Theatre in Sheffield before he took over at Hammersmith in 1981, so he also emerged on that wider, international stage, becoming one of only a handful of British directors who are recognized abroad. In 1972 he went off to work with the Cameri Theatre in Tel Aviv and began an association with that company which still continues today. In 1974 he was invited to mount a production for the Sevriemienik Theatre in Moscow, and became the first Briton to direct in Russia since Gordon Craig in the years before the Revolution. His production of *Twelfth Night* remained in the Sevriemienik repertoire for nine years.

It hasn't, however, been an entirely one-way traffic. The souvenirs Peter James brought back from those forays abroad have been some of the most talked-about productions seen in London since the last World Theatre Season in 1975. James it was who persuaded the Soviet director Uri Lyubimov to come to the West, to London and in particular to Hammersmith to stage his own adaptation of Dostoevsky's *Crime and Punishment*. (James it was also who sweet-talked and bullied the Lyric company into putting up with the non-English-speaking Lyubimov's hectoring, dictatorial style.) The result was electric: a production which stunned the critics and will still be remembered by anyone who saw it on stage or the later television version.

It didn't do Hammersmith's reputation any harm, either; but Peter James is adamant that that is purely incidental. "It might so easily have been the biggest disaster of all time," he says, "but I thought it was worth trying."

Just how much of a gamble his internationalist policy is was brought home to him last Christmas through what he describes as the "lunatic" but highly-publicized row over his decision to stage *The Bijers Sunbird* by the South African writer Robert Kirby. Even though it was a broadly anti-apartheid play it ran up against the African National Congress's boycott of everything South African which has been embraced by the London Borough of Hammersmith and Fulham, one of the Lyric's principal funding bodies.

"We had the bizarre spectacle of an anti-apartheid picket outside an anti-apartheid play and threats that the Leisure and Recreation Department would reduce our grant," says James, relieved now that the row is all over and amity restored. Not that the episode has in any way dimmed his enthusiasm: "Go back to Lyubimov. His productions are also the products of their culture, and something we ought to see. When he does Chekhov, for instance, you get a real Russian Chekhov which is very different from a British one. Russians aren't afraid to cry for one thing."

Much the same reasoning led to James's decision to invite the Spanish actress and director Nuria Espert to produce Lorca's *The House of Bernarda Alba* at Hammersmith in 1986. "It was a gamble, but I wanted to do Lorca and it seemed senseless not to exploit the sheer physicality of Spanish theatre", he explains. "Nuria was unknown over here, but in Spain she's a very famous lady. Right through rehearsals there were long, detailed progress reports appearing in the Spanish arts press."

Once again the gamble paid off. Nuria Espert was named Best Director in the 1986 *Standard* Drama Awards and her production, starring Glenda Jackson and Joan Plowright, has transferred to the Globe Theatre.

It could not have come at a better time for, as part of its tenth birthday celebrations no less a body than the National Theatre is following in the Lyric's wake and bringing three foreign companies to London in 1987.

Later in the year come the Schaubühne company from West Berlin, coincidentally with another O'Neill play, *The Hairy Ape*; then the Royal Dramatic Theatre of Stockholm arrive with *Hamlet* and *Miss Julie*, both directed by Ingmar Bergman. O'Neill, Shakespeare, Strindberg . . . hardly unfamiliar names; but if that is internationalism with a small "i", the two productions which the Toho company from Tokyo are bringing to the South Bank in September promise to supply the capital. Director Yukio Ninagawa has transplanted *Macbeth* to 16th-century Japan and promises an equally spectacular version of *Medea*.

But, what will those insular British audiences make of it all? Peter James for one refuses to speculate, although he is delighted that the National Theatre is embarking on its own international season. On a personal level, though, he is looking forward to the Toho visit – so far the Lyric has never staged anything from the Far East . . .

Facing up to fear

Madagascar. Written and directed by Bryony Lavery.
Unicorn Theatre at the Arts Theatre until March 15.

Madagascar is an original play for four to eight-year-olds and it is a triumph. Bryony Lavery has tuned into the imagination of the infant age group and, without either talking down or sending up, produced a script with enough edge to entertain the dutifully accompanying adult.

Maria, the heroine, played hilariously, with a clown's innocence and an expressive rubber mask of a face by [illegible] Nicola Kathrens, is afraid of the dark jumble room. She and granny investigate and discover Dox from Madagascar, surprised to find himself in a chest marked M. By means of wittily improvised transport (saucepan crash helmets, a cheese grater making hovercraft noise, a basket and umbrella for a hot air balloon) they all speed to Madagascar to face what Dox is afraid of there. (This turns out to be a mischievous misunderstood lemur-like creature, quite as frightened as anyone else.) Maria wears her "brave clothes" in which, she persuades herself, she can cope with anything.

This is a play about facing up to fear, [illegible] about the need to communicate with people who seem very different, about generosity and interdependence. But these themes are treated with such a light touch that only a seasoned adult would realize we are being taught anything. And although there is anticipation and suspense, the scariness is always kept within bounds.

The set is simple but fascinating, like a Sixties room divider gone made with buckets and baskets, a bicycle, kitchen utensils, a globe, two ladders, a birdcage and even Maria's bed on different levels.

Heather Neill

Shrewd adjustment

Kiss Me Kate.
Royal Shakespeare Company, Stratford on Avon

Shakespeare as genuinely popular entertainment is, fortunately, a phenomenon which has never quite disappeared from our stage. Even in the sternest phases of directors' theatre, with its cut-up texts, experimental sets and learned reinterpretations, some companies and some audiences were continuing to take a more spontaneous pleasure in Shakespeare, finding in his effects of character, sentiment, humour and narrative tension precisely what they also found in performances outside the sphere of the legitimate drama.

As Shakespearean portrayers go, the RSC are not exactly (in the words of Cole Porter's song) "Just a simple band/Who stroll about the land". But they have long been willing to learn lessons from a theatre less intellectual than their own, and it is entirely appropriate that they should now stage the show in which that theatre most resoundingly returns the compliment. *Kiss Me Kate* retains the basic plot, and the play-within-a-play format, of *The Taming of the Shrew* but turns it into a big, brassy Broadway musical. With 22 musicians in the pit, a long and leggy chorus line, and a pop star playing the lead role, this is not at all the kind of thing you expect to find in a quiet Warwickshire country town in February. In fact, of course, it is a £1m co-production destined (after visits to Bradford, Glasgow and Southampton) for a long run at the Old Vic, with a second cast playing it, simultaneously, on Broadway.

Plans on this scale raise high expectations and Adrian Noble's production meets them, on the whole, very stylishly. Unlike Shakespeare, whose settings tend to get updated, Porter and Spewack are treated with strict archaeological fidelity and William Dudley's spectacular revolving sets glamorously evoke the backstage Baltimore of the late Forties. Ron Field's choreography is complex and classy and, though the chorus work is initially a little too busy and scattered, the company get their act together by the beginning of the second half for a memorable performance of "Too Darn Hot". Fiona Hendley is endearingly curvaceous and husky as the vamp Lois Lane; Nicola McAuliffe both sings and clowns with real distinction as Lilli Vanessi (and thus as Katherine). Her "I Hate Men", resoundingly sung with hints of operatic parody and brilliant thumb nail character sketches was, for me, the highlight of the evening.

The weakness of *Kiss Me Kate* is the words – by which I mean, of course, neither Cole Porter's witty lyrics nor Shakespeare's marvellous play-within-a-play. Sam and Bella Spewack wrote an American back-stage story to encase *The Shrew*, in which a pair of feuding prima donnas (based on the Lunts) fight and make up during a performance of Shakespeare's play. As a plot it's inoffensively light and slight. The trouble is that the dialogue is so lack-lustre. The comic gangsters, who arrive at the theatre to collect a gambling debt and end up forcing Lilli to stay on stage by putting on costumes and joining in the action of *The Shrew*, do not need to be sinister or authentically Chicagoan. But they do need to say rather snappier and more pungent things than the Spewack script allows them. Once they have Cole Porter's words in their mouths, for "Brush up your Shakespeare", Emil Wolk and John Bardon stop the show. The rest of the time they are having to work rather too hard for their laughs.

Paul Jones, as Fred Graham (and Petruchio), copes best with their business of dramatic material. His singing voice is sometimes a little on the light side. But he manages, by sheer force of presence, to make a charismatic actor-manager out of the Spewacks' hints and sketches, and then suggests the possibility of a compelling Petruchio.

Suggest, of course, is all he can do, for the chief intellectual fascination of *Kiss Me Kate* is the way in which it minimalizes Shakespeare. Just enough of *The Taming of the Shrew* is present (I think) to enable audiences who have never seen the play to understand its action. Those of us who know it can sit there performing lightning calculations about what difference one scene more or less would have made. More truly a cut-up than the Marowitz *Hamlet*, more radical a re-interpretation than the most extreme piece of directors' theatre, *Kiss Me Kate* provokes endless arguments about what can and cannot be done with Shakespeare. And meanwhile there's all that marvellous music. The hairs stood up on the back of my neck for the reprise of "So in Love am I". I think yours may too.

Nicholas Shrimpton

Rebellion revisited

The Burston Story.
Tie Break TIE company.

One of the problems of living near Burston in south Norfolk is that troupes of actors keep on visiting you with plays about the Burston School Strike. One of the longest strikes in history, it began in 1914 when the children boycotted the village school and marched around their village green with banners saying "We want our teachers back". Headteacher Mrs Higdon and her assistant teacher/husband had been deprived of their jobs through the machinations of a jealous rector, the Reverend Charles Eland and farmers who would prefer to exploit the children as cheap labour than see them in school.

What makes *The Burston Story* rather different is that it has been grown in the county by the Norwich Tie Break theatre-in-education company under the direction of David Farmer. Unlike some of the more romantic city-based versions, it has its roots in the soil: it knows what it is like working in a turnip field without adequate footwear; and the cast achieves what seems to defeat so many actors: convincing Norfolk accents.

But in some ways, the Burston School Strike is not such a marvellous idea for a TIE programme as it at first seems. From all accounts, the characters did divide into very obvious goodies and baddies and so it is difficult to arrange a programme that does not manipulate the children's response into an automatic response. When Mrs Higdon loses her job, there is only one possible reaction. We side with the parents who paid fines rather than send their children to the county school.

This particular production did not end with this act of rebellion but led us onto the funding and building of the Strike School which survived as a school until 1939 and is now an evocative museum. (Last year Norfolk l.e.a. seemed, for a while, prepared to tempt the fates by contemplating the closure of the only surviving school in the village.)

When Tie Break performed to 9 to 11-year-olds at Long Stratton Middle School recently (some five miles away from Burston) the audience was attentive, watching the action as it moved around and among them. One could not help wondering if all the talk of parish councils, school managers and "old money" was confusing. And did not the story really require more than three actors? Was such rapid changing of role confusing?

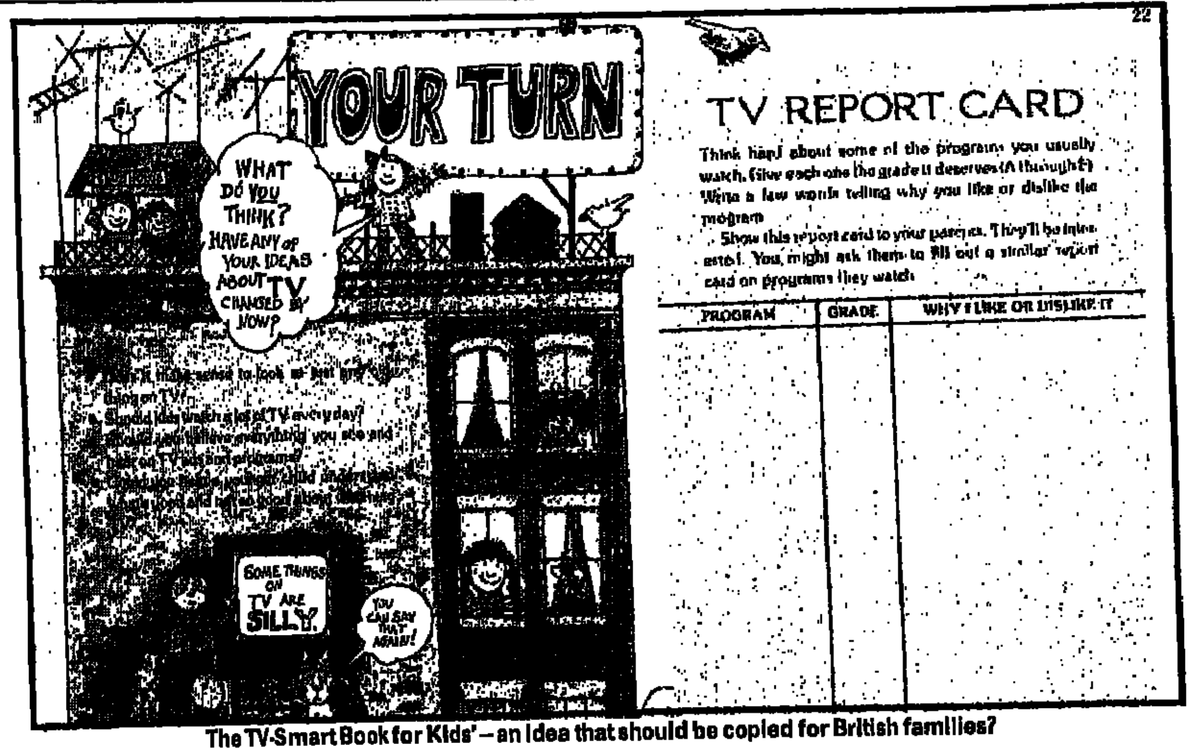
Then, after a short break, came the "hot seat session" in which the children were asked to question the characters. With no hesitation, the children went straight to the point. "How," one lad asked an arrogant farmer, "how exactly did you come to have all that land?" "Were the church and chapel competing against each other?" One character countered a question with the suggestion that rural children who will grow up to be farmworkers do not need education. The right to be educated was quite clear in the minds of the children of Long Stratton. Mind you, there seemed to be one or two incomers' children there. As one puzzled tot asked, "What does a turnip look like?"

David Self

Tie Break (0603-39965) is now developing a new programme for first schools.

'Television and the Family' is the agenda of a national conference being held in London this week for parents, teachers, broadcasters and young people. One of the speakers will be Peggy Charren, President of Action for Children's Television, a national American campaigning body which as yet has no equivalent in Britain. Here she explains how ACT works

TV SMART


YOUR TURN
WHAT DO YOU THINK? HAVE ANY OF YOUR IDEAS ABOUT TV CHANGED BY NOW?
SOME THINGS ON TV ARE SILLY.
YOU CAN SAY THAT AGAIN!
22
TV REPORT CARD
Think hard about some of the programs you usually watch. Give each one the grade it deserves (A through F). Write a few words telling why you like or dislike the program.
Show this report card to your parents. They'll be interested. You might ask them to fill out a similar report card on programs they watch.
PROGRAM
GRADE
WHY I LIKE OR DISLIKE IT

The TV-Smart Book for Kids' – an idea that should be copied for British families?

Many people in the United States worry about the effects of television on children. They worry about incessant exposure to violence. Are children learning that aggressive behaviour is an acceptable solution to problems? If it works for their heroes, why not for them? What are the effects of TV's explicit and implicit racial and sexual stereotypes? How has TV's rapid-fire delivery affected children's ability to learn?

It is in the name of children that most complaints against television programme content are made. Conservative groups want to censor pornography and obscenity. Liberals want to censor violence. Women's groups want to censor pornography against women. Their idea seems to be that all of television must be sanitized into appropriate children's TV fare.

Action for Children's Television believes the right to express what some consider terrible speech is the price we pay for freedom of political speech. And we cannot afford to risk losing that freedom. It advocates a broadening of television viewing options, and believes that children and young adolescents are best served by programming designed especially for them, not by cleaned-up adult TV fare.

ACT wants each American child to grow up with the ability to determine thoughtfully his or her own individual understanding of right and wrong, based on the widest possible amount of information that parents, schools and television can provide.

Instead of censorship, ACT looks to the law to be the vehicle for change. The main link between the needs of American children and broadcasters' responsibility to the American public as a whole is a legal obligation imposed upon each American broadcaster to serve the public interest.

ACT's strategies to broaden children's viewing options within the existing system are carried out simultaneously on several fronts. It petitions the Federal Communications Commission to increase the amount of service that broadcasters are required to provide for young audiences, so that children and young adolescents will have more choice. It works in support of "Affirmative Action" to bring more minorities and women into positions of power in the television industry, because this will help to eliminate racism and sexism from television programming. It encourages increased funding of public television, which provides a non-commercial alternative for children. At the same time, it educates broadcasters and cablecasters about the diverse needs of young audiences, and encourages the development of the alternative technologies, such as cable television and home video, which increases programme choice for young people.

ACT also educates parents to take responsibility for their children's television viewing experiences by carefully consulting the television schedule, by turning the TV set off more often, and by getting involved with cable television in their local communities. And it helps teachers, school principals, pediatricians, dentists, and other professionals concerned with the welfare of children to be more aware of the influence of television on young audiences. It also petitions the Federal Trade Commission to eliminate deceptive advertising targeted at children.

These strategies do not encompass the organization's entire programme. But they do demonstrate that television reform does not have to mean censorship. It does not have to mean interference with programme content. And ACT has various ways of getting its message out, including the ACT Magazine and books on specific issues (the arts, TV for the disabled, TV for teenagers, cable).

ACT also commissions research on economic analysis and the analysis of children's advertising, organizes conferences for the industry, for parents and educators, and gives awards. It works at building up its membership and the number of volunteers who work for it, and makes a point of informing and keeping the press informed – print, TV and radio.

Sales pitch

The broadcasting initiatives that existed during the Seventies are fast disappearing with the Reagan administration's deregulatory acts against young people. Today a new breed of children's television is replacing the blue-ribbon champions of yesteryear. Children's air-time has been taken over by the very long animated sales pitch.

There are now more than 65 series that have been developed to sell children a bill of goods, including Hasbro Bradley's GI Joe, Transformers, Wuzzles, and My Little Pony; Mattel's He-Man and the Masters of the Universe, She-Ra Princess of Power, and Jayce and the Wheeled Warriors; Kenner's Hugga Bunch, Care Bears, and MASK; Tonka's Go-Bots; and LJN's ThunderCats.

The toy industry has found that the added exposure of a TV show – especially a popular one that airs five days a week – ensures the sales of action toylines like ThunderCats and Transformers as well as their more passive cousins like My Little Pony and Rainbow Brite. Toy companies retain editorial control of the shows, making sure every component of a toyline is included in each episode.

Hasbro, for example, promoting its GI Joe line of toys in trade magazines, focused on the 90 half-hours in its *GI Joe* television series: "Every GI Joe figure, every vehicle, every accessory will star in this historic television first! Think of the enormous excitement this series will generate among kids for all GI Joe toys. Get ready for the sales impact!".

TV programmes based on merchandise – so-called "programme-length commercials" – are a phenomenon unique to children's television. They fail to distinguish clearly between programming and advertising. These 30-minute ads can prove deceptive and disappointing as well. The robotic vehicle from outer space purchased at the toy store is unlikely to perform the amazing feats of its animated counterpart on the TV show.

But the subtle, more insidious problem with programme-length commercials is that they are displacing other kinds of children's shows in favour of vested interest speech. There are no non-fiction programmes based on toys, no live drama, music, or magazine shows based on toys. Commercial speech is depriving children of diverse television service and is not consistent with the "public trustee" responsibility written by law into every broadcaster's licence to use the public resource known as the broadcast spectrum.

Too much TV

The average American child watches television for four hours a day. And that's too much television: too much good TV; too much bad TV; too many cartoons; even too much *Sesame Street*. Children are missing out on other parts of growing up – not just time with books, but time for active play, for conversation at the dinner table, and the creative effort that grows out of being bored. They are learning some strange lessons from that TV screen: dangerous driving habits (too much speed and too few seatbelts) from macho adventure programmes; the notion that child abuse, terrorism, and kidnapping lurk around every corner from news broadcasts; the idea that violence is a standard solution to problems from prime time shows; and from cable they are learning about sex with violence before they experience sex with love.

The obvious remedy for too much television is to turn the set off more often. Families, not just children, have to put themselves on a TV diet. They have to learn to watch programmes instead of merely watching television. For some families, restrictions are particularly difficult. ACT recognizes that for children home alone after school, TV offers companionship and comfort.

Seventy per cent of children's viewing time in the US is spent watching adult programmes. We believe it is the responsibility of parents, not lawmakers, to keep their children away from adult programmes they find inappropriate. But parents cannot guide their children to suitable TV alternatives if these do not exist.

WHEN YOU'RE TV-SMART YOU DON'T LET TV . . .
WHEN YOU'RE TV-SMART YOU DON'T LET TV . . .

Action for Children's Television
The main strategies

- ● Broadening of viewing options
- ● Specially designed programming for children
- ● More minorities and women in power
- ● Increased funding of public television
- ● Educating of broadcasters and parents
- ● Elimination of deceptive advertising aimed at children

American commercial cable companies, local stations, and national networks are all corporations, with a responsibility to their shareholders to maximize profits. One broadcasting entity that does make an effort to meet the needs of children is the Public Broadcasting Service. Since its inception almost 20 years ago, PBS has been a constructive non-commercial alternative to commercial television and has had a profound and positive impact on children's lives. It has pioneered much creative programming for young people – *Mister Rogers' Neighborhood*, *Sesame Street*, *3–2–1 Contact*, *WonderWords* and *Square One TV*, a new show that teaches maths concepts – and it has made TV learning in school and at home a high adventure.

Educating parents

Recognizing the importance of comprehensive TV education for a new generation of parents, ACT will continue its efforts to provide public information and assistance. Our projects for the coming year include exploring the potential of the home video market for young people, compiling a handbook on TV news and children, and voicing strong support for the Public Broadcasting Service. Where appropriate, we will also apply pressure to the TV industry and the regulatory agencies to promote more choice in programming for children and to eliminate unfair and deceptive advertising practices. As always, we will try to create incentives for quality and diversity in television for *all* children – rich and poor.

Home video recorders – and the tapes that can be bought or rented – provide a choice of programmes for children – in those families that have the resources to pay for such TV equipment. But those who cannot afford costly video recorders and cassettes, who cannot afford pay cable channels, will have to continue to make do with broadcast television.

In a world where information is the prerequisite to responsible action, we cannot afford to divide the TV audience into informational haves and have-nots. ACT hopes to engage the cooperation of libraries, schools and other public institutions in developing solutions to this problem.

Another of our current priorities is to promote a much higher level of television awareness in the home, because most of children's TV viewing choice is ultimately up to parents. This past October, ACT introduced "National Children's Television Awareness Week." This marked the beginning of a year-long campaign to encourage parents and children to take a second look at family TV habits, to talk together about the role television plays in children's lives and to find new ways to solve TV-related problems.

As part of the campaign, we prepared a guide, *The TV-Smart Book for Kids*, to help young people and their parents become better-informed and more creative about the management of television. The book is designed to be a practical aid that children can use on their own. It is packed with puzzles, games, pictures and activities organized around a fill-in calendar (that can be started any month of the year), which kids can use to plan their TV watching. It contains tips on getting the most out of TV time and resolving family disagreements about television. A special pull-out booklet for parents is included, with ideas on handling TV-related problems and information on such topics as programme selection, TV violence, too much TV, and advertising.

ACT has had a marked impact in several areas, in programming and advertising. Vitamin advertising to children is no longer allowed. Disclaimers and disclosures now have to be added to children's commercials (batteries not included, showing complete breakfast in cereal ads), and particularly manipulative advertising themes are banned ("Wear our sneakers and you'll never be lonely again!")

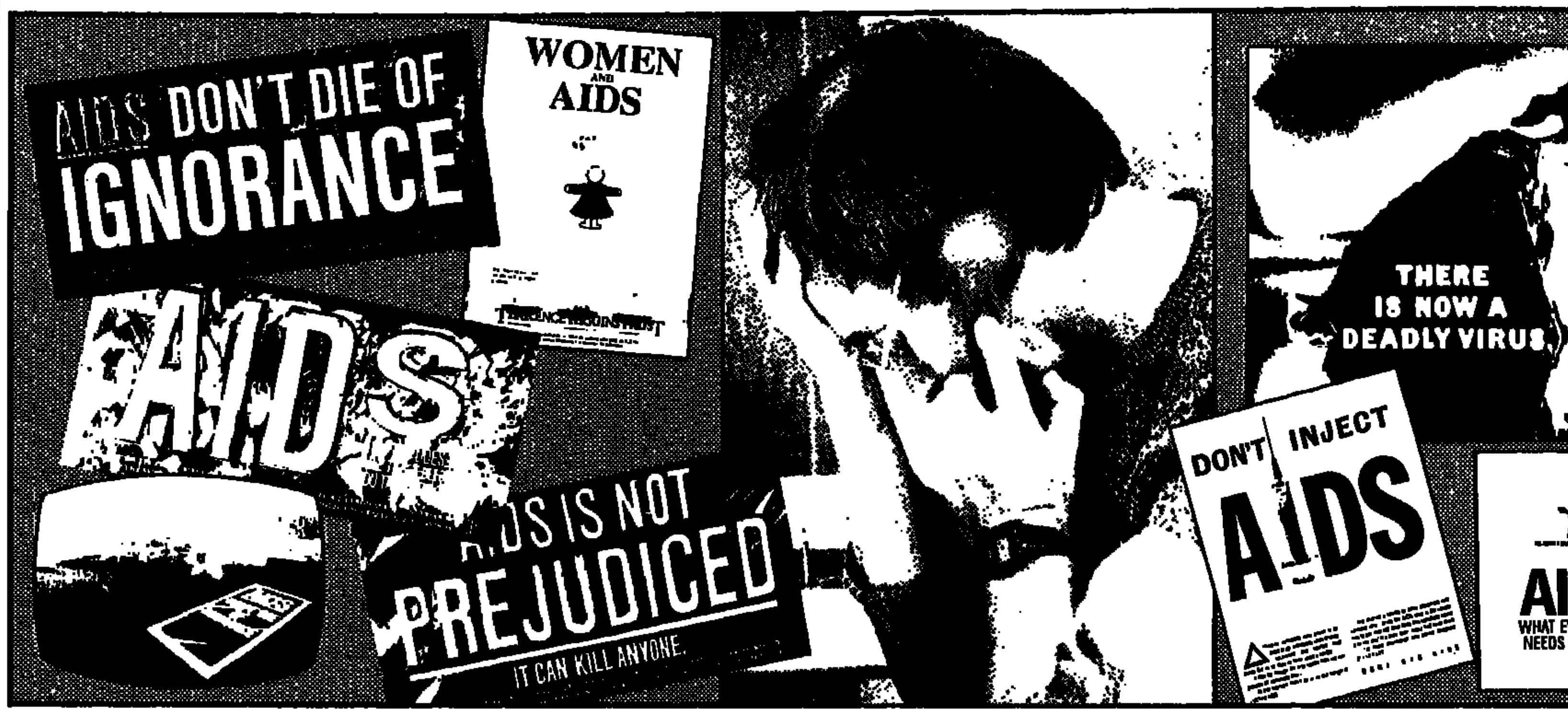
In the field of education ACT has donated its unique library to the Harvard Graduate School of Education's Gutman Library. The collection includes 1,000 videotapes of children's TV shows and commercials, books, research reports, legal documents and stacks of media clippings, and a documented history of ACT. The library will be accessible not only to students, but also to the press.

Although ACT has managed to focus public discussion on children's television, we have not succeeded in getting America's TV screens to provide enough choice for children and we have not eliminated the over-commercialization of children's media. Challenging powerful vested interests requires patience, perseverance and optimism.

E B White, author of *Charlotte's Web* and other beloved children's books, wrote: "Children are demanding. They are the most attentive, curious, eager, observant, sensitive, quick, and generally congenial readers on earth. They accept, almost without question, anything you present them with, as long as it is presented honestly, fearlessly and clearly." He added: "Anybody who writes down to children is simply wasting his time. You have to write up, not down." Television, viewed selectively and in moderation, can encourage children to discuss, wonder about, and even read about new things. Above all, it can lead them to ask questions.

At Action for Children's Television, we believe that controversy is one of the things television "does" best. It is the responsibility of the broadcasting media to provide as broad a range of opinions as possible and to keep the public informed about all sides of a controversial issue. A surprising number are suitable for children's television, if they are handled in an age-specific manner. Television can offer children the opportunity to learn about places, people, occupations, ideas, lifestyles, and value systems. Many of these will affect the way they live the rest of their lives.

Peggy Charren is the president of Action for Children's Television. This is an edited version of a paper she will give at a conference on "Television and the Family", which is being organized by the British Film Institute's Education Department and the University of London Institute of Education. The conference takes place on February 25 and 26 at the Institute of Education.


AIDS DON'T DIE OF IGNORANCE
WOMEN AND AIDS
AIDS
AIDS IS NOT PREJUDICED
IT CAN KILL ANYONE.
THERE IS NOW A DEADLY VIRUS
SEX & DRUGS & ROCK'N'ROLL
AT LEAST ROCK'N'ROLL CAN'T GIVE YOU AIDS
DON'T INJECT AIDS
AIDS WHAT EVERYBODY NEEDS TO KNOW

Deadly serious

As information and misinformation about AIDS proliferates, David Panter assesses some educational videos

AIDS
Leicestershire Health Authority
24 Princes Road West, Leicester.
(0533) 559777.
(15 mins) 1986, £60.
AIDS – Everyone's Problem
Central (30 mins) 1986, £35 to buy, £11 to hire.
AIDS and You
Thames (52 mins) 1985, £35 to buy, 11 to hire
AIDS – Facts Over Fears
Coronet International (10 mins), 1986 £22 to buy only
All three from Guild Sound and Vision, 6 Royce Road, Peterborough PE1 5YB.
The AIDS Movie
(25 mins) 1986, £95.
Educational Media International, 25 Boileau Road, London W5.

Now that AIDS is a national concern, all the video producers are trying to bring out their own Aids educational videos. I can't help but think that in many cases profit from sales is more important than the use of the product. This latest selection of material is aimed at the upper end of the secondary school range and the general adult population. Teaching material, whether written or visual, is still non-existent for those in primary or lower secondary schools.

Leicestershire Health Authority's *AIDS* uses the BBC voice of John Humphreys to present the Aids story reassuringly. In 15 minutes he manages to take us through the history, epidemiology, transmission and prevention of the disease. Throughout, the calm tones are backed up with hi-tech computer graphics – images of the HIV virus and the opportunist infections come spinning and flip-flapping towards us. The one thing that's lacking is people, there are only actors, all of whom look as if they've just fallen out of a Milton Keynes advert. While this video conveys many of the facts and dispels some of the myths, when I showed it to a group of ILEA teachers it was given the thumbs down, but you can get this one on approval so why not see for yourself?

AIDS – Everyone's Problem and *AIDS and you* will only be of interest to the Aids historians. Guild Sound and Vision have simply re-packaged old television programmes presenting them here as educational films. This is very misleading, for as original television programmes they were broadcast for current affairs and not educational purposes.

AIDS – Everyone's Problem was a Central Television special. The viewer is presented with 90 minutes of documentary footage and studio debate. The studio guests include Dr Charles Farthing, Sir Donald Acheson, Tony Whitehead, Digby Anderson and Edwina Currie. *AIDS and You*, a *TV Eye* Special Report, is really 60 minutes of the same, with recorded interviews replacing the studio debate. However, much the same characters with the same comments crop up. Both of these programmes, being pre-Government campaigns are, not surprisingly, considerably out of date. Indeed the *TV Eye* programme was made in 1985. If your aim is to inform young people about Aids, you would be wasting your money on either buying or renting these videos.

The Americans, on the other hand have had more experience of the Aids issue, and appear better at putting the message across on video. In *AIDS – Facts Over Fears*, Barbara Walters, a kind of TV anchor-woman, and Dr Alvin Friedman Kein of the New York School of Medicine discuss the latest facts about Aids. The programme is designed to help distinguish facts from fallacies, and to lessen the fear of contracting Aids through everyday social and physical contact. In the opening shots Barbara cuddles and plays with an HIV-infected toddler, while she tells us how some of her friends thought that this sort of contact was unsafe. She refutes this claim but nevertheless goes to the friendly Dr Kein to check out the facts. Thus the video covers as many of the basic points as possible within a 10 minute period. This would be a good trigger for group discussion.

One of the problems of American material is the language. Unfortunately some words and pronunciational styles are common in the States though not here. This, combined with the speed of the dialogue, can make the commentary very difficult to follow. *The AIDS Movie* suffers a lot from this, which rather flaws its attempt to speak simply and forcefully.

The AIDS Movie features Aids educator David Brumbach talking on the importance of Aids awareness and prevention to a classroom of young people. The format could prove tiring, especially as there is already a temptation to use the video and television in the corner as the guest speaker. However, the programme reprieves itself by introducing Paul, Sunnye and Susan – all people with Aids. What David says in the classroom, Paul, Sunnye and Susan back up with statements of personal experience. The result is both compelling and moving.

It is this latter quality which we have yet to see in the British videos. The contrast is quite dramatic if we compare the way in which Paul and friends share the realities of the disease with the cold computer graphic presentation of the Leicester video. But, remember that emotion has its drawbacks and you will have to allow space after viewing *The AIDS Movie* for discussion of its contents, otherwise both you and your students will walk away severely depressed.

Perhaps the most refreshing element of the American products is their refusal to enter into dogma. There is no pushing of abstinence or monogamy, just an appeal to become aware and to consider your health. As Paul sums up, "I'm not knocking what you're doing, I'm not telling you what to do, I'm just telling you to protect yourself, please protect yourself!"

David Panter is AIDS Information Adviser for Islington Health Authority

Red alert

Jessica Saraga reviews the Ministry of Defence film which has been surrounded by controversy since its launch earlier this month

Keeping the Peace
Produced for the Ministry of Defence by Ronald Dunkley Associates Ltd and the Central Office of Information
Videocassette (27 mins).
Available from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN.

Keeping the Peace is the Ministry of Defence's update to its 1982 policy film, *The Peace Game*. Its unveiling, coincidentally in what's likely to be election year, rather ironically also hit the week of the appearance of *When the Wind Blows*, the film of Raymond Briggs's chilling tale of everyday life and death after the bomb. For *Keeping the Peace* is designed to convince us of the necessity of retaining nuclear deterrents, and, as has become clear in the political hoo-ha which has greeted it, of the necessity to be prepared to use them.

This policy is presented as the most "prudent and adequate" response to the military advantage of the USSR, which is characterized as a country more prepared for war and more prepared to use war, than any other. The point is hammered home with repeated assertions that Russian leaders are committed to nuclear superiority, and will never respond in kind to unilateral action. "If we offer them something for nothing they'll take it," says Michael Alexander, Ambassador to NATO, "but they won't give anything back." Lord Carrington agrees, "The USSR will only talk peace if the West is armed".

It all smacks of a NATO and government party line. Well, you could expect nothing else from a government information film. More dubious is the use of serving officers to articulate it. Most worrying of all is the RAF pilot in the film who said he was as prepared to drop a nuclear bomb as he was to drop any other kind.

The film is designed for use in schools with sixth forms. This blatant revelation that the end of life as we know it is a possibility contemplated so matter-of-factly by someone close to the action, is not going to be viewed by young people with equanimity.

The Secretary of State for Defence, Mr George Younger, doesn't deny teachers the right or the duty to put the opposing point of view, and hopes that his film will contribute to a balanced presentation of defence issues. The unofficial official view seems to be that the charge of propaganda is not a problem, the film just being a drop in the ocean of left-wing anti-nuclear propaganda current in schools. The percentage take-up on the free supply of the film to educational establishments may shed some light on the accuracy of this opinion.

It's certainly a clear exposé of the Conservative Government's policy. It's certainly one way of starting discussion. A point which will undoubtedly excite comment is the shot of Greenham Common, totally devoid of what everyone associates first with Greenham Common – protesters. Ronald Dunkley, who directed the film, suggests that showing Greenham peace women might be construed as an attack on the opposition – a subtle and insulting point. It would certainly have drawn attention to the fact that the policy he explains is just one party's policy; and has its totally committed critics. Perhaps *When the Wind Blows* should be on similar free issue to schools and colleges, to make this clearer.

Don't panic

Judith Lowe reviews two videos on self-defence

Self-Defence for Girls
Junior Judo
Videos at £26.50 each
Take 5 Productions, 15 Raglan Road, Frinton, Essex.

Self-defence is big business. There's a lot of fear about and the pickings are rich and easy. We girls can only stand aside gratefully and watch as the macho experts vie with each other to tout their foolproof defence systems. Then we'll be safe from other macho experts.

This year there are private companies, doing nicely thank you, training people off the dole to be teachers in a week. Then there are these ludicrous, dangerous workshops where you get terrified out of your brains by real-life stories of rapes at knifepoint and other humiliations. No chance if you panic. What do you expect if you go out alone? Don't trust anyone, ever. It's a nightmare, and it's standard self-defence training. It's extremely unsavoury, and it doesn't come cheap.

The *Self-Defence for Girls* video, although much more benign in tone and content, still follows in this tradition of violence-mongering and exploitation. It's a shame, as I'm sure the man behind it is well meaning, a good judo coach who cares about his students. The video covers a full repertoire of attacks and the various throws and strikes are all executed quite nicely, but the man is totally out of his depth. It's simply not good enough to say "Don't panic!" and then merely chuck two men over your shoulder. It might do for the TA on a wet weekend. The rest of us are complex human beings.

I don't care for the breezy commentary. "Here comes Jack the Lad . . . You use the verbals . . . Bottles? . . . You don't often get them . . . Get rid of the third man and then worry about the other two . . . See the pain on his face . . .". I also worry about the implications of the repeated statements that no one will care if you scream and no one will help you if you're hurt. Nor did I like the Essex Youth Orchestra blasting away at Elgar all the way through, and I thought the end sequence tacky, with its slow-motion multiple attacks, and the all white cast, to the strains of "I Vow To Thee My Country".

Junior Judo from the same company is an interesting attempt to produce a sort of video reference dictionary of holds and throws. It is aimed at young people taking up the sport and going in for their gradings. Unlike the self-defence video, they are on home ground and it seems a worthwhile project.

I particularly enjoyed the 20 minutes of archive footage with its urbane commentary by John Newman and Trevor Leggett, although young beginners could find it boring. I wished they had spoken the names of the techniques as well as flashing them up on the screen. And perhaps the orchestra wasn't such a good idea.

Mixed reactions

SCHOOLS TELEVISION
The English Programme
Understanding Television
ITV Thames, January 21–February 11
To be repeated next Spring.

"Me dad always ends up with the remote." That seems to sum up the extent to which domestic television viewing is regulated and was just one of many insights provided by "A Sense of Audience". Both this and the previous week's "Guidelines" programme were as welcome and as compulsive as the two earlier ones which together make up this new media education unit, *Understanding Television* (see *The TES*, January 16, 1987).

In some ways, "A Sense of Audience" is the most pedestrian of the quartet in that, in itself, it is the least exciting television. Yet precisely because of this, it is the most useful. It focuses on the 7-8pm Friday night slot, and shows us the reactions of a group of 16-year-old students from Graveney School in south-west London. They each watched first in "normal" circumstances ("We were having a gas-fire fitted") but were later shown the output of all four channels without distraction. *Wogan* was dismissed fairly charitably, the group recognizing the show's better moments as well as its tackier ones. BBC2 was showing *Choir Of The Year*; it excited little comment although the presenter's jazzy sweater provoked scorn. "It's saying watch this programme 'cause it's interesting. I've got a good jumper."

With London Weekend's *Play Your Cards Right* indignation began to mount. Forsyth's way of eliciting a cheap laugh from the studio audience was quickly spotted and it was interesting to hear an Asian reaction to the dolly bird "dealers". Channel 4's 50 minute long news won considerable admiration but by now *Wogan* had given way to Les Dawson and *Blankety-Blank* on BBC1. A nauseatingly racist joke drove three of the young viewers off to Channel 4's video box to complain. They subsequently appeared on *Right to Reply*.

Painstaking editing and rapid cuts from channel to channel plus cleverly edited responses made "A Sense of Audience" into that rarity, a programme that exploits the glamour and excitement of television but ensures you remain an objective, responding viewer. Whether you have the programmes already recorded or whether you must wait for the repeat next year, do use this programme first. It starts where your students are and provides a context for the other programmes which will highlight their own valuable points.

Of these other programmes, the third was most memorable. It set out to show the guidelines that programme makers have to observe, as well as less obvious controls such as self-censorship and the practical logistics of programme making. It featured that famous trio of Channel 4 programmes about the police. The first was an angry look at police riot tactics, the second a more balanced documentary about an "ordinary" policeman and the last a pro-police studio discussion with partisan chairman and no critics present. From a media education viewpoint, it might have been more useful to feature a more typical series where "guidelines" so often result in blandness. Nevertheless, it included some of the most powerful images I have ever seen on television, including ones edited out of the original programmes. It will certainly provoke discussion about our police and (hopefully) about our television.

David Self

Signing off

CHILDREN'S TELEVISION
Hand in Hand
Channel 4
Sundays 2.00 pm from February 22.

When Channel 4 started, they made it pretty clear that one area in which they did not intend to get involved was children's TV. Then, lo and behold, they did get involved and made rather a good job of it. In September they start lunch-time children's programmes and next week they move into another area of children's television, programmes aimed at the deaf and hearing.

The decision to make programmes for both the deaf and hearing is controversial. Some have argued that the deaf are already an extremely under-privileged minority who could do with programmes of their own, made without concession to a hearing audience. Channel 4 point out that one of the major problems for deaf children, as for other handicapped people, is that they are not accepted by the rest of the population, and their needs are ignored. A programme aimed at both groups could perhaps increase understanding and break down some barriers, but it does seem a pity that this series goes out on a Sunday and not on a weekday when it could be used in schools where deaf children are integrated into the classroom. Schools Broadcasting is an area into which Channel 4 is not getting involved beyond taking ITV Schools programmes on to their schedules later this year, but a licence to video may be arranged.

The new half-hour slot for deaf and hearing children will be made up of three programmes: *Rebecca*, the story of an animated doll in real surroundings; a five-minute Czech animation film; and the main item, *Hand in Hand*, a magazine programme which contains a piece of mime, an introduction to sign language, a story and a song.

Channel 4's great coup in *Hand in Hand* is in finding Sherrie Eugene, who does the sign language. She has the sort of open, confident personality and face which is adored by TV cameras, and the programme's song is a good vehicle for her expressive signing talents.

Children love learning new ways to communicate and, though the series cannot possibly teach them much sign language, it will certainly arouse healthy interest. The mime sequence is clever, and adds another dimension to the series' theme, that oral language is only one way of communicating. This is underlined by the moving sight of deaf children in the audience signing to the song in the same way as the hearing children mouth the words.

Carolyn O'Grady

The pursuit of happiness

Peter Newell reviews Central TV's documentary about Summerhill School

CONTINUING EDUCATION
Being Happy Is What Matters Most
ITV, Central, February 16 (London and South West); March 5 for other regions.

Poor old Neill. He must be turning more or less continuously in his grave these days. Things in the Thatcher era are not exactly going his way for children. Look at the latest Education Act. Self-government for school students? Nonsense – ban all under 18-year-old school governors. Asking questions about sex? Give governing bodies a complete veto over sex education. And while we're about it, put new limits on free political discussion in the classroom. How about tests for seven, nine and 11-year-olds? Kenneth Baker knows what they should have read – let's make sure they have . . .

Central TV's documentary Being Happy is What Matters Most was a timely and attractive reminder that A S Neill's Summerhill has survived for more than 60 years and is indeed a very happy place for children, now under the leadership of his daughter, Zoe Readhead. Zoe appeared at a young age on the cover of *Picture Post* with the caption "The child who never gets slapped".

Under Zoe, who took over from Neill's widow Ena a few years ago (Neill himself died in 1973), Summerhill's brand of self-government is clearly flourishing. It is an all-age and very international community of about 60 children and young people now, with fees – comparatively low for the independent sector – of £800 a term.

Zoe has even removed one of the few Neill-imposed taboos: alcohol is no longer banned provided it is self-brewed rather than bought, although its use, like everything else, is subject to the democratic control of the school meetings. A complex structure of committees (pets committee, library committee etc) and of student ombudspeople is now also part of Summerhill's democracy.

Central's film, produced and directed by Dirk Campbell, certainly caught the atmosphere of Summerhill and its children, though it did dwell a little too lovingly perhaps on that hackneyed symbol of progressive education, the broken window.

Nude bathing and uni-sex bath times – the stuff that made the school and its proprietor notorious in earlier times, have quietly survived as a natural dimension of the school. The film was not long or detailed enough to indicate how or if the (non-compulsory) curriculum has developed over the years.

So the Neill dynasty continues to give children in a little corner of Suffolk space, confidence and responsibility for their own lives: happiness, not chaos or neuroses result.

The debate on the degree of Neill's influence on the development of state education – remember progressive primary methods? – will rage unresolved and unresolvable. The school remains isolated, part of the inevitably élitist fee-paying system. And things are undoubtedly marching in quite a different direction at the moment. But none of that can be blamed on disenfranchised children.

Just another advert?

SCHOOL RADIO
Newscast
Radio 4 VHF
February 12 and 19, 2.40pm.

It is impossible to escape AIDS on any form of media at the moment. The sixth form current affairs programme *Newscast* is no exception and has devoted two programmes to a discussion of the topic; the first (reviewed here) was on the medical aspects of Aids and its transmission, and the second, due to go out last night, concentrated on the social and moral aspects.

Dr Peter Carey, an Aids specialist at the Royal Liverpool Hospital, and Dominic Davies, the Mersey regional Aids adviser answered in considerable detail a few questions from sixth formers at Woodchurch High School, Birkenhead. Topics covered included how Aids originated, its heterosexual transmission, and the dangers (or otherwise) of saliva. However, in the 10 minutes or so available there were inevitably very serious omissions, including no mention of what it means to carry the virus, and there must have been a great many unanswered questions on the lips of the participants.

If this programme is used as a trigger for discussion, and it could not be used as more than that, what current affairs teachers will feel competent to handle the subsequent questions that will inevitably arise? It will be an exceptional teacher who feels able to cope with the intricacies of the topic and to provide the comprehensive and comprehensible information so badly needed by those becoming sexually active.

In informational terms, the second part of the programme, in which the presenter Libby Fawbert guided a discussion on educational problems, was probably of less use to its intended audience but I found it more interesting.

There was a definite consensus between the panel and sixth formers that the government media campaigns were not enough on their own and that far more needs to be done at a personal level so that young people can feel that Aids affects themselves. The TV and poster campaigns are "just another advert", as one boy said, and the nationally-distributed leaflet was not sufficiently explicit to answer necessary questions.

There was general agreement that discussion on Aids should be incorporated into much more extensive sex education and personal skills programmes and that it should not be taken in isolation. The young need to be taught what relationships are about as well as being given the detailed instructions on avoiding Aids through certain sexual practices.

As Dominic Davies said, we already have a vaccine to prevent the spread of Aids – it is called education. School teachers have a vital role to play in this; however, they need far more support than can be given in even a series of such discussion programmes on the radio.

Fanny Mitchell

briefings radio & tv

For schools

GOING TO WORK
(Monday, 9.38 BBC2)
A new play for 14 to 16-year-olds, "Time on Your Hands", shows the problems encountered by Pam, who has to leave a Youth Training Scheme, leaves home, can't find a job and becomes apathetic. What can she do to fill her spare time?

STOP, LOOK, LISTEN
(Mon 9.47, Thurs 9.30 ITV)
How is paper made? What happens to old paper bags? The over-sixes and slow learners visit a factory recycling paper and see children making a puppet face using the same methods.

LET'S MOVE
(Monday, 11.20 VHF4)
"The Runaway Pancake" is this week's theme to encourage younger infants to begin structured movement and dance. To accompany this series and "Time to Move", there is a new book called "Look! Look What I Can Do!" (£2.95). It gives creative action ideas for teachers and parents to use with four to seven-year-olds.

JOB BANK
(Mon 13.38, Wed 12.25 BBC2)
At home for half-term, 14 to 16-year-olds who should find food for thought in this programme featuring young people in two different firms on management training courses for those with O levels, A levels and degrees.

OUR WORLD
(Tue 10.09, Fri 11.27 ITV)
"A Load to Lift" shows four to six-year-olds all sorts of different ways of lifting heavy objects. They go from a building site to a factory and on to lifts and escalators in shops.

WAVELENGTH
(Thursday, 11.30 VHF4)
A look at some of humour's taboos. Dawn French and Paul Jackson from "Spitting Image" and "The Young Ones" discuss what is acceptable comedy.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 34
Other Appointments 34

Primary Education
Headships 34
Deputy Headships Senior Master/Mistresses 45
Heads of Department 46
Scale 2 Posts 46
Remedial and Special Needs Teaching Posts 47
Scale 1 Posts 46

Middle School Education
Remedial and Special Needs Teaching Posts 47
Modern Languages 47
Physical Education 47
Other than by Subjects 47

Secondary Education
Headships 48
Deputy Headships Senior Masters/Mistresses 48
Remedial and Special Needs Teaching Posts 48
Art and Design 49
Careers 50
Commercial Subjects 50
Computer Studies 50
Craft Design & Technology 50
Economics & Business Studies 50
English 51
Geography 51
History 51
Home Economics 52
Mathematics 52
Modern Languages 52
Music 53
Physical Education 53
Religious Education 54
Rural Science 54
Science 54
Speech and Drama 55
Technology 55
Other than by Subjects 55

Sixth Form and Tertiary Colleges
Heads of Department 55
Scale 2 Posts 55
Scale 1 Posts 55

Special Education
Headships 56
Deputy Headships Senior Masters/Mistresses 56
Heads of Department 56
Scale 2 Posts 56
Scale 1 Posts 56

Appointments in Scotland 66

Independent Schools
Headships 57
Deputy Headships Senior Master/Mistresses 57
Remedial and Special Needs Teaching Posts 57
Art and Design 57
Careers 58
Classics 58
Computer Studies 58
Craft Design & Technology 58
Economics & Business Studies 58
English 59
Geography 59
History 60
Home Economics 60
Mathematics 60
Modern Languages 61
Music 61
Pastoral 61
Physical Education 62
Religious Education 62
Science 62
Social Studies 63
Speech and Drama 63
Technology 64
Other than by Subjects 64

Preparatory Schools
Headships 64
Deputy Headships Senior Masters/Mistresses 64
Remedial and Special Needs Teaching Posts 64
Classics 64
English 64
Geography 64
History 64
Mathematics 64
Modern Languages 65
Music 65
Physical Education 65
Religious Education 65
Science 65
Other than by Subjects 65

Colleges of Further Education
Directors and Principals 67
Heads of Department 67
Other Appointments 67

Polytechnics
Other Appointments 69

University Appointments 69

Fellowships, Studentships and Research Awards 69

Service Colleges 69

Colleges of Higher Education
Directors and Principals 69
Other Appointments 69/70

Youth and Community Service 70

Overseas Appointments 71

Administration
Local Education Authority 73

Administration General 74

Child Care 75

Educational Psychologists 75

Examiners 75

Miscellaneous 75

Outdoor Education 76

English as a Foreign Language 77

English as a Second Language 77

Educational Courses 77

Tuition 78

Lectures 78

Personal
Announcements 78

Conferences

For Sale and Wanted

Holidays and Accommodation

School Visits

Home Exchange Holidays

Field Study Centres

Business Opportunities

Properties for Sale and Wanted

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John Ladbrook, The Advertisement Manager,
The Times Educational Supplement, Priory House,
St. John's Lane, London EC1M 4BX,
Classified Advertisement Rates:
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All advertisements are published subject to the Terms and Condi
Times Newspapers Ltd. (available on request).

Nursery Education

Headships

LONDON SW16
FIRST STEPS NURSERY SCHOOL
113 Blegborough Road SW16
TEACHER IN CHARGE
Qualified teacher required to be responsible for management as well as teaching duties. Staff include NNEB, Assistants and Domestic Helpers. Roll 28.

For details or visits telephone Barbara Roussety on 01-677 4729. (48651) 100010

Leicestershire

PRIMARY HEADTEACHERS

Required September 1987

PRIMARY HEADTEACHERS REQUIRED SEPTEMBER 1987

1. **LEICESTER FOLVILLE COUNTY JUNIOR SCHOOL – GROUP 5 + S.P.S. ALLOWANCE**
   Established, multi-ethnic school serving the Braunstone Council housing estate on the western outskirts of the City. Developing community facilities. Approximately 310 on roll (aged 7-11).
2. **LEICESTER CRESCENT COUNTY JUNIOR SCHOOL – GROUP 4 + S.P.S. ALLOWANCE**
   Established school serving the Braunston Council housing estate on the western outskirts of the City. Approximately 190 on roll (aged 7-11).
3. **CASTLE DONINGTON ST. EDWARD'S C.E. (CONTROLLED) PRIMARY SCHOOL – GROUP 4**
   Traditionally built school in a pleasant rural village. Approximately 145 on roll (aged 4-10).
4. **SWANNINGTON C.E. (CONTROLLED) PRIMARY SCHOOL – GROUP 2**
   This school in the environs of Coalville, serves a mixed catchment area of private and council housing and a caravan site occupied by travelling families. Approximately 55 on roll (aged 5-11).

Application forms and further details and job descriptions – please state which post(s) – from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF (SAE PLEASE) to whom applications should be returned by 2nd March 1987.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (13364)

EQUAL OPPORTUNITIES POLICY. Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be guaranteed an interview if suitably qualified and experienced, and supported by a recognised agency e.g. a D R O.

Other Appointments

KNOWSLEY
LONGVIEW JUNIOR AND INFANT SCHOOL
Astley Road, Huyton, Merseyside L36 8DB
(293 pupils on roll, plus 52 in Nursery - SPA payable)
SCALE 1 NURSERY TEACHER
Required 1st May 1987.

Application forms available (s.a.e.) from the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH, to whom they should be returned by 6th March 1987. (48773) 100026

LONDON SE21
DULWICH COLLEGE PREPARATORY SCHOOL NURSERY/KINDERGARTEN DEPARTMENT
(88 Children Age 3-5)
TEMPORARY APPOINTMENT
Required for the SUMMER TERM 1987, due to maternity leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant works with the class teacher.

Salary according to Inner London Burnham.

Further details from the Headmaster, 42 Alleyn Park SE21 7AA, to whom applications should be made as soon as possible. (48292) 100026

Primary School Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
LABURNAM LOWER SCHOOL
Laburnham Road, Sandy SG19 1HG
Required for September 1987.
Group 4.
Estimated number on roll: 274 children, aged 5-9 years.
Application form and further details from the Chief Education Officer, County Hall, Bedford MK42 9AP, on receipt of a stamped addressed envelope.

Closing Date: 10th March, 1987.

Bedfordshire is an Equal Opportunities Employer. (49461) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SOUTHCOURT COUNTY FIRST SCHOOL
Cesly Road, Aylesbury, Bucks.
Applications are invited from suitably qualified and experienced Teachers for the HEADSHIP of this school from September 1987.

Group: 4.

Present Roll: 226 pupils aged 5-8.

Assistance with removal expenses is given in approved cases.

This is a re-advertisement and previous applicants will automatically be reconsidered.

Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.

CLOSING DATE: 6.3.87. (48168) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
GRENDON UNDERWOOD COUNTY COMBINED SCHOOL
Main Street, Grendon Underwood, Aylesbury, Bucks.
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school from September 1987.

Group: 4.

Present roll: 175 pupils aged 5-12.

Assistance with removal expenses is given in approved cases.

Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.

CLOSING DATE: 6.3.87. (48167) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. EDWARDS R.C. (VOLUNTARY AIDED) MIDDLE SCHOOL
Hazell Avenue, Aylesbury, Bucks, HP21 7JF
Required for September 1987, a suitably qualified and experienced Teacher for the HEADSHIP of this school. Applications from committed Catholics welcome.

Roll: 194 pupils aged 8-12.

Group: 4.

Assistance with removal expenses is given in approved cases.

Application form and further particulars (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks, HP20 1UH.

CLOSING DATE: 6th March 1987. (48166) 110010

CUMBRIA
WARCOP C. OF E. SCHOOL
Warcop, Appleby in Westmoreland CA16 6NX
(V.A. C.E. Mixed 4-11 NOR 41)
HEADTEACHER
Suitably qualified and experienced teacher for September 1987 for this Group 1 school.

Application forms and further details from Director of Education, 5 Portland Square, Carlisle, CA1 1PU. Closing date: 5.3.87. (44109) 110010

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 51. (90150) 110010

DORSET
PROPOSED CE (AIDED) FIRST SCHOOL
in Shaftesbury
(Group 2)
Applications are invited for the Headship of a Church of England Voluntary Aided First School for approximately 80 5 to 9 year olds. It is proposed to establish this Group 2 school in September 1987 consequent upon the closure of two Group 1 (1 Voluntary Aided, 1 Voluntary Controlled) 5-9 First Schools in the area.

Further details and application form (returnable by 6th March) from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap sae). (48356) 110010

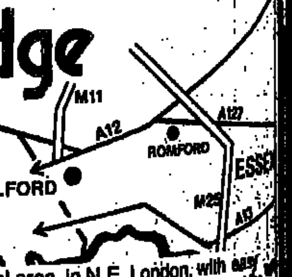
HAMPSHIRE
COUNTY COUNCIL
DIOCESE OF PORTSMOUTH
OUR LADY & ST. JOSEPH
LYMINGTON R.C. (AIDED)
SCHOOL
High Street, Lymington, Hants.
N.O.R. 45 approx.
HEADTEACHER Group 1
School
Salary Scale currently £11,6
- £12,675
Must be practising Catholic
Required September 1987.

Application form and particulars from, P.J.A. Esq., Chairman of Governors, 12 Hazel Road, Pennington, Lymington, Hants. SO41

Closing date 3rd March 1987.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (48407)

Redbridge
London Borough



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Required for September 1987:

Headteacher (GROUP 6A)
Uphall Primary School, Uphall Road, Ilford, Essex IG1 2JD

Headteacher (GROUP 4A)
Woodlands Infants' School, Loxford Lane, Ilford, Essex IG1 2PY

Applications are invited from experienced teachers for these posts which become vacant upon the retirement of the present Headteachers.

Application forms and further details are available from and returnable to the Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020 Ext 3135).

Closing date: 6 March.

PRIMARY HEADSHIPS
continued

HAMPSHIRE
ST JOHNS C E AIDED PRIMARY SCHOOL
Kingsmill Road, Basingstoke RG21 3JU
Required September 1987.
Headteacher Group 4.

Applications are particularly welcomed from communicant members of the Church of England.

S.A.E. (foolscap) to Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke RG21 1LU. Closing date for receipt of completed applications 27th February 1987.

The County Council pursues a policy of equality of opportunity.

Applications particularly welcome from people with disabilities. (48496) 110010

HAMPSHIRE
ROMAN WAY COUNTY PRIMARY SCHOOL
Roman Way, Andover SP10 3PE
Required September, 1987:
GROUP 4, HEADTEACHER

S.A.E. for application form/further details from Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke, Hants. RG21 1LU.

Closing Date for completed applications 10th March, 1987.

The County Council pursues a policy of equality of opportunity Applications particularly welcome from people with disabilities. (48937) 110010

HERTFORDSHIRE
NASH MILLS C.E. (AIDED) J.M.I. SCHOOL
Belswains Lane, Hemel Hempstead, Herts. HP3 9XB
Tel: Hemel Hempstead 52972
Required for September 1987 a head teacher for this Group 3 Church of England Aided Primary School (104 children on roll). Applications from practising Christians would be preferred.

Further details and application forms (s.a.e.) may be obtained from Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UQ, to whom completed forms should be returned by 6th March 1987. (48825) 110010

Come and teach in Kent

HEADSHIPS

NORTH KENT AREA

Featherby County Junior School, Chilham Road, Gillingham ME8 6BT

Group 5 Age Range 7-11

The authority is seeking a well qualified and experienced candidate for this Junior school (Current roll 297) situated in an urban area of Gillingham.

Assistance is available with removal and other related expenses in approved circumstances. Closing date 13th March.

Hartlip Endowed C.E. Primary School (Aided), Hartlip, Sittingbourne, Kent

Group 2 Age Range 5-11

Required September 1987.

Applications are invited from well qualified and experienced candidates for this Primary school (current roll 79) situated in a pleasant rural area between Sittingbourne and the Medway towns.

The Governors are seeking to appoint a communicant member of the Church of England.

Assistance is available with removal and other related expenses in approved circumstances. Closing date 13th March.

New County Primary School, Kingfisher Drive, Chatham

Group 4 Age Range 5-11

Required September 1987.

The Authority is seeking to appoint a well qualified and experienced candidate for this new 2 form-entry school, the first instalment of which is due for completion in August, 1987.

The school is situated in an area of mixed housing development in the Walderslade area to the South of the Medway Towns.

Assistance is available with removal and other related expenses in approved circumstances. Closing date 6th March.

Application form and further details for the above from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE.

NEW SCHOOL POSTS

MID KENT AREA

St. John's C.E. Primary School (Aided), Grove Green, Maidstone, Kent

This is the first phase of a new voluntary aided primary school which will be open in September 1987 to serve mainly the attractive housing development of Grove Green in Maidstone.

DEPUTY HEAD

Group 4 required September 1987 to teach in this new school.

ASSISTANT TEACHERS

required September 1987. Scale II appointments available for suitably qualified candidates who can co-ordinate the teaching in one or more of the following curriculum areas: mathematics; science; language development; aesthetic and creative development and environmental studies. Applicants should draw attention to any particular expertise that they possess.

Application forms and further details from the Mid Kent Area Education Office, Astley House, Hastings Road, Maidstone, Kent ME15 7SQ (SAE please), returnable by 6th March 1987.

KENT
County Council

SCALE 2

NORTH WEST KENT AREA

Downsview CP Junior School, Beech Avenue, Swanley, Kent BR8 8AU

Teacher required from April 1987 to teach games and gymnastics. Scale 2 available for a suitable applicant.

Consideration will be given to teachers of other subjects who could fill this vacancy for 1 term.

Prospective applicants may visit the school at any time, appointments not necessary.

Closing date: 9th March 1987.

Possibility of help with temporary housing in approved cases.

EAST KENT AREA

Herne C.E. (Aided) Primary School
School Lane, Herne, CT6 7AL

Required from September 1987, experienced Junior Teacher with responsibility for primary Science/Environmental Studies.

Full letter of application to be returned to the school by 13th March 1987.

(13186)

Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).

SURREY
COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.

HEADSHIPS

MERLAND RISE COUNTY MIDDLE SCHOOL,
St. Leonards Road, Tattenham Corner, Epsom, KT18 5RJ
NOR 152

HEADTEACHER required from September 1987 for this Group 4 County Middle School for pupils aged 8-12 years.

Salary Scale £12,720 – £14,175 p.a.

MEATH GREEN COUNTY FIRST SCHOOL,
Kiln Lane, Horley, RH6 8QS
NOR 201

HEADTEACHER required from September 1987 for this Group 4 County First School for pupils aged 5-8 years.

Salary Scale £12,720 – £14,175 p.a.

Application forms and details from the South East Area Education Officer, 123 Blackborough Road, Reigate. RH2 7DD Tel: Redhill 74166 ext. 4416. Closing Date: 6 March 1987

(13165)

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:–

BONNEVILLE (I) SCHOOL
Bonneville Gardens (Abbeville Rd) SW4 9LB. Roll 116 plus 43 p/t nursery. Vacant 27 April 1987. Burnham group 3 plus Inner London Allowance.

JOHN BURNS (JM&I) SCHOOL
21 Wycliffe Rd SW11
Roll 271 plus 31 f/t and 36 p/t nursery. Vacant 27 April 1987. Burnham group 5 plus Inner London Allowance, plus £201/276 social priority allowance. Open plan building.

Please send foolscap sae for application form and further details to PER/PS4b, Room 262a County Hall, London SE1 7PB. Closing date for the return of completed forms 6 March 1987.

ST JUDE'S SOUTHWARK CE (JM&I) SCHOOL
[illegible] Street, (St George's Road), SE1 6EZ. (Tel: 01-928 5484)

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher. Vacant 1 September 1987.
Roll 95. Burnham group 4 plus Inner London allowance.
The Governors seek to appoint a practising Christian.

Application forms and further details available from Roger Breschizza, 123 Union Street, SE1 [illegible]. (Tel: 01-261 1578), to whom they should be returned by 6 March.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

(13008)

MAWNEY JUNIOR SCHOOL
(Roll 247)
Mawney Road
Romford
RM7 7HR

Required for September 1987

HEADTEACHER GROUP 5

following the retirement of the present Headteacher, Mr. B.A.S. West. Previous applicants will be reconsidered.

ST. URSULA'S R.C. JUNIOR SCHOOL
(Roll 217)
Straight Road
Romford
RM3 7SJ

Applications are invited from practising Roman Catholics for the post of

HEADTEACHER GROUP 4

from September, 1987 (or earlier if possible).

Application forms and further details are available (sae please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: March 6, 1987.

Havering

(13042)

EDUCATION DEPARTMENT

HEADSHIPS

Required for September, 1987

Peakirk cum Glinton C.E. Primary School, School Lane, Glinton, Peterborough

Group 4
Number on Roll: 219

Wisbech St. Mary C.E. Primary School, Church Road, Wisbech St. Mary, Nr. Wisbech, Cambs

Group 2
Number on Roll: 60

Applicants need to be in sympathy with the aims and purposes of these Church of England Aided Schools.

Possible housing assistance with the headship of Glinton.

Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). Closing date for receipt of applications 13th March 1987.

CAMBRIDGESHIRE
An Equal Opportunity Employer

Cheshire

WIMBOLDSLEY COUNTY PRIMARY SCHOOL
Wimboldsley, Nr Middlewich, Cheshire.
Tel: Middlewich 2321.

Headteacher

Group 1

Required from September 1987. A committed educationalist with mature understanding of experiential learning for this small school.

Further details and application forms available from and returnable to the District Education Officer, Education Office, Watling Street, Northwich, Cheshire. Closing date 20th March 1987.

(13047)

PRIMARY HEADSHIPS
continued

SOMERSET
COUNTY COUNCIL

For September 1987

ASHLANDS CE VC FIRST SCHOOL
Crewkerne

HEAD for this group 4 first school for pupils aged 5-9. Re-advertisement - Previous applicants will be reconsidered on request.

Closing date: 2nd March, 1987.

BURROWBRIDGE CE VC PRIMARY SCHOOL
Bridgewater

HEAD for this Group 1 school.

Closing date: 2nd March, 1987.

For all posts application form and further details from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY (s.a.e. please).
(31583) 110010

NORTHAMPTONSHIRE

WOODFORD HALSE CE PRIMARY SCHOOL

APPOINTMENT OF HEAD TEACHER GROUP 4

Required for September 1987 an able and enthusiastic teacher as Head of this well established primary school in a large industrial village close to Daventry. The number on roll at present is approximately 150 and a 39 place nursery unit has recently been added.

Closing date March 6th.

Further details and application forms available from the County Education Officer (Ref MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(49452) 110010

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER

HEADTEACHER POSTS

ST. MARTIN'S C.E. AIDED JUNIOR SCHOOL,
Shady Bower, Salisbury, SP1 2RG
GROUP 4 **N.O.R. 167**

Head Teacher required from September 1987, following the promotion of Mr. S.A. Willcocks to a larger Headship with another Authority.

Closing date 4th March.

Please quote reference ST/T/PMB.

ALDERBURY COUNTY PRIMARY SCHOOL,
School Hill, Alderbury, Salisbury, SP5 3DR
GROUP 2 **N.O.R. 72**

Head Teacher required from September 1987 following the retirement of Mr. A.E.G. Smith. This is a 3-class village school in pleasant surroundings some 3 miles south-east of Salisbury.

Closing date 11th March.

Please quote reference ST/T/PMB.

KINGSTON ST. MICHAEL C.E. PRIMARY SCHOOL,
The Ridings, Kingston St. Michael, Chippenham, SN14 6JA
GROUP 2 **N.O.R. 51**

A Head Teacher is required from September 1987, following the resignation of Mr. P. Deacon. This is a new School in the heart of a small village to the north of Chippenham, with a very supportive community. The Governors seek a well experienced and qualified teacher with a modern approach to Primary Education.

Closing date 6th March.

Please quote reference ST/T/6/GM.

SEAGRY C.E. (CONTROLLED) PRIMARY SCHOOL,
Upper Seagry, Nr Chippenham SN15 5EX
GROUP 2 **N.O.R. 61**

A Head Teacher is required from September 1987 following the appointment of Mr. D. Messenger to another post within the County. The school is situated in very attractive village surroundings and has modern buildings and a large playing field. The Governors particularly seek an enthusiastic and experienced Teacher for this thriving school.

Closing date 6th March.

Please quote reference ST/T/6/GM.

WALTER POWELL C.E. AIDED PRIMARY SCHOOL,
Great Somerford, Chippenham, SW15 5HS
GROUP 2 **N.O.R. 86**

A Head Teacher is required from September 1987, following the appointment of Mr. P. Woodcock to another post in the County. This is a modern village school in pleasant surroundings with a thriving community. The Governors particularly seek a well experienced teacher and a practising Christian, who will develop further the links between the School and the Church.

Closing date 6th March.

Please quote reference ST/T/6/GM.

NOMANSLAND AND HAMPTWORTH C.E. AIDED PRIMARY SCHOOL,
School Road, Nomansland, Salisbury SP5 2BY
GROUP 2 **N.O.R. 75**

Head Teacher required for September 1987 for this three class C. of E. Aided School situated in the attractive village of Nomansland on the very edge of the New Forest. The Governors are seeking to appoint an enthusiastic teacher who is committed to the aims of a Church Aided Village School serving the whole community.

Application forms and further details (SAE please) for the above posts available from and returnable to The Chief Education Officer, The Education Department, County Hall, Trowbridge, Wiltshire BA14 8JB.

DEPUTY HEADTEACHER POST

SAMBOURNE C.E. CONTROLLED PRIMARY SCHOOL,
Sambourne Road, Warminster, BA12 8LF
GROUP 5 **N.O.R. 271**

Required for September 1987 following the promotion to a headship of the previous postholder. Applicants should be committed to a direct experience learning. They should have wide primary experience and be prepared to offer a positive lead in curriculum development and school management.

A particular strength in either Language Development, Computer-related activities or Science would be an advantage. Visits to the school would be welcome.

Application forms and further details (SAE please) from and returnable to the Headmaster by 13th March.

SPECIAL EDUCATION HEADTEACHER POST

Please see display advertisement under Special Education.

(13053)

HERTFORDSHIRE
CUNNINGHAM HILL J.M. SCHOOL
Cell Barnes Lane, St. Albans, Herts.
Group 4
Headteacher Group 4 required from September for this 2 F.E. school. The successful applicant may be entitled to financial assistance under the County Council's relocation scheme.

Application form and further particulars from Divisional Education Office, County Council Offices, Civic Centre, St. Albans AL1 3JZ. S.A.E. please. Closing date 12th March 1987. (48826) 110010

HUMBERSIDE
EDUCATION COMMITTEE
Required for September 1987
HEAD FOR
NORTH FERRIBY C.E. (V.C.) PRIMARY SCHOOL
Church Road, North Ferriby, Brough HU14 3BZ
Group 5, Age Range 5-11, N.O.R. 265
Applications are invited from committed Christians.

Application forms and further particulars are available upon receipt of a large stamped addressed envelope, from the Director of Education, (H.Q. Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned NOT LATER THAN FRIDAY, 6th MARCH, 1987.
(48859) 110010

SHROPSHIRE

EDGMOND, ST PETERS CE PRIMARY SCHOOL
School Road, Edgmond, Newport, Shropshire TF10 8LB

Tel: Newport 811769

Required for Easter 1987, Permanent, Full-time Scale 2 Teacher for Head of Infants.

Applications are invited from enthusiastic and experienced teachers, ability to offer Music would be an advantage.

Application forms and details from the Head to be returned by 6 March 1987 (SAE required).
(48288) 110010

SOMERSET
COUNTY COUNCIL

BUCKLAND ST MARY CE VA PRIMARY SCHOOL
Near Chard

For September 1987, HEAD for this Group 2 school. Practising Christian preferred.

Application form and further details from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. (SAE please).

Closing date 2nd March 1987.

AN EQUAL OPPORTUNITIES EMPLOYER.
(48843) 110010

SOMERSET
COUNTY COUNCIL

NORTH PETHERTON COUNTY INFANTS SCHOOL
Nr. Bridgwater

For September 1987, HEAD for this Group 2 school, likely to become Group 3 in April 1988.

Application form and further details from the Staffing (T) Section, Education Department, County Hall, Somerset TA1 4DY.

Closing date 12th March 1987.

AN EQUAL OPPORTUNITIES EMPLOYER.
(48845) 110010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
BLACKHORSE HILL JUNIOR SCHOOL
Saughall Massie Road, West Kirby, Wirral L48 6DR
Required for 1st September, 1987 HEADTEACHER Group 4.

Application forms and further details available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Wirral L41 6NH, to whom they should be returned no later than 16th March 1987. (48183) 110010

Deputy Headships Second Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
DEPUTY HEADTEACHER
THE FIRS LOWER SCHOOL
Station Road, Ampthill, Bedfordshire MK45 2QR
Tel: Ampthill 402735
Required for September, 1987, a Deputy Head, Group 4.

The successful candidate must be an enthusiastic and experienced class teacher. A major contribution to professional and curriculum development will be a feature of the post.

Application forms and further details from the Headmistress, S.A.E. please. Closing Date: 31st March, 1987.
(49464) 110012

BEDFORSHIRE
Education Service
QUEENS PARK LOWER SCHOOL
Chestnut Avenue, Bedford MK40 4EU
Tel: Bedford (0234) 52901
A well qualified and experienced Deputy Headteacher, Group 4, is required for September, 1987.

Application forms and further details from the Headmistress, S.A.E. please.

Closing Date: March, 10th 1987.

An Equal Opportunities Employer. (49460) 110012

BERKSHIRE
ST JOSEPH R.C. PRIMARY SCHOOL
Newport Road, Newbury
NOR: 240
Required for September 1987 (due to promotion) a practising Roman Catholic teacher holding the CTC for the post of Deputy Head at this Group 4 Primary School (No. on Roll 240).

Further details and application forms (SAE) available from Headteacher, Mr J. Hegarty, Tel: Newbury 43455.

Closing date: 23rd March 1987.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (49441) 110012

CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)

WILLIAM LAW C.E. (AIDED) PRIMARY SCHOOL
Werrington, Peterborough

GROUP 5

REQUIRED FOR SEPTEMBER, 1987:-

DEPUTY HEAD TEACHER.

Suitably qualified and experienced teacher who is in sympathy with the aims and purposes of a Church of England (Aided) School which is due to open in September, 1987.

Possible housing assistance.

Further details and application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU. Closing date for receipt of applications 6th March, 1987.
(48775) 110012

MEETING INDIVIDUAL NEEDS IN PRIMARY EDUCATION
PRIMARY DEPUTY HEAD POSTS

Applications are invited from enthusiastic teachers who have a wide experience of the Primary age range and a sound knowledge of modern primary practice for the following vacancy, available from September 1987.

EUSTACE STREET COUNTY PRIMARY SCHOOL
DEPUTY HEADTEACHER – Group 6

Required for September 1987.

Applications are invited from suitably qualified and experienced teachers to join this newly established Primary School which is planned to be a 2 form entry Multicultural Infant, Junior School with a 45 place Nursery.

The school will be established in vacant school buildings which will be extensively modernised.

Application forms (s.a.e.) for further details from Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by 16th March 1987.

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Oldham Metropolitan Borough
Education Committee.

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
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Group: 3.

Present Roll: 94 pupils aged 5-11.

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This is a re-advertisement and previous applicants will automatically be re-considered.

Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.

CLOSING DATE: 6.3.87.
(48169) 110012

DEVON
COUNTY COUNCIL
Please see display advert
ment on Page 51.
(48944)
110

DORSET
ST MARY'S CE (CONTROLLED) PRIMARY SCHOOL
King Street, Bridport
TEACHER (Scale 3).
Required from Septem
1987.

Further details and applica
tion form, returnable by
March, from the Headm
(foolscap s.a.e.).
(44025)
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DEPUTY HEADSHIPS

COURT LODGE COUNTY FIRST SCHOOL, Court Lodge Road, Horley RH6 7RR NOR (Jan 1987) 173 (Re-advertisement)

DEPUTY HEADTEACHER required from April 1987 for this Group 4 County First School for pupils aged 5-8 years.

Applicants should have good classroom practice to share with colleagues, possess qualities essential for effective leadership and be prepared to lead curriculum development and organisation.

Salary Scale £9,252–£12,000 pa

(Previous applicants will be considered and need not re-apply)

Closing date: 17th March 1987

ST. MARY'S C/E (CONTROLLED) FIRST SCHOOL, Fortyfoot Road, Leatherhead KT22 8SJ Group 3 (NOR 137)

DEPUTY HEADTEACHER required for September 1987 for this Group 3 Church of England (Controlled) First School for pupils aged 5-8 years old.

Salary Scale £7,905–£11,163 pa

Closing date: 6th March 1987

WOODMANSTERNE COUNTY FIRST AND MIDDLE SCHOOL, Carshalton Road, Woodmansterne SM7 3HU Group 6 (NOR 250)

DEPUTY HEADTEACHER required for September 1987 or sooner if possible for this Group 6 County First and Middle School for pupils aged 5-12 years.

Salary Scale £11,757–£13,179 pa

Closing date: 6th March 1987

Application forms and details for all posts from SE Area Education Officer, 123 Blackborough Road, Reigate RH2 7DD Tel: Redhill 74166 ext. 4416

PRIMARY EDUCATION
DEPUTY HEADSHIPS

ST. PETERS R.C. INFANTS SCHOOL
Horton Road, Gloucester.
DEPUTY HEAD TEACHER
Group 4

The governors invite applications for the above post to commence September 1st 1987, from suitably qualified and experienced teachers who are practising Catholics.
Application forms and further details may be obtained from Chairman of Governors, Father Michael English, St. Peters Presbytery, London Road, Glos. GL1 3EX.

WATERMOOR C. OF E. (CONTROLLED) PRIMARY SCHOOL
Watermoor Road, Cirencester, Glos. GL7 1JU.
(180 on roll)
DEPUTY HEAD TEACHER
Group 4

Required 1st September 1987.
Forms and further details from Head Teacher (enclose S.A.E.).

SCALE 1 POSTS

OAK HILL PRIMARY SCHOOL
Junior Bane, School Road, Alderton, Tewkesbury, Glos. GL20 8NP.
PROBATIONARY TEACHER

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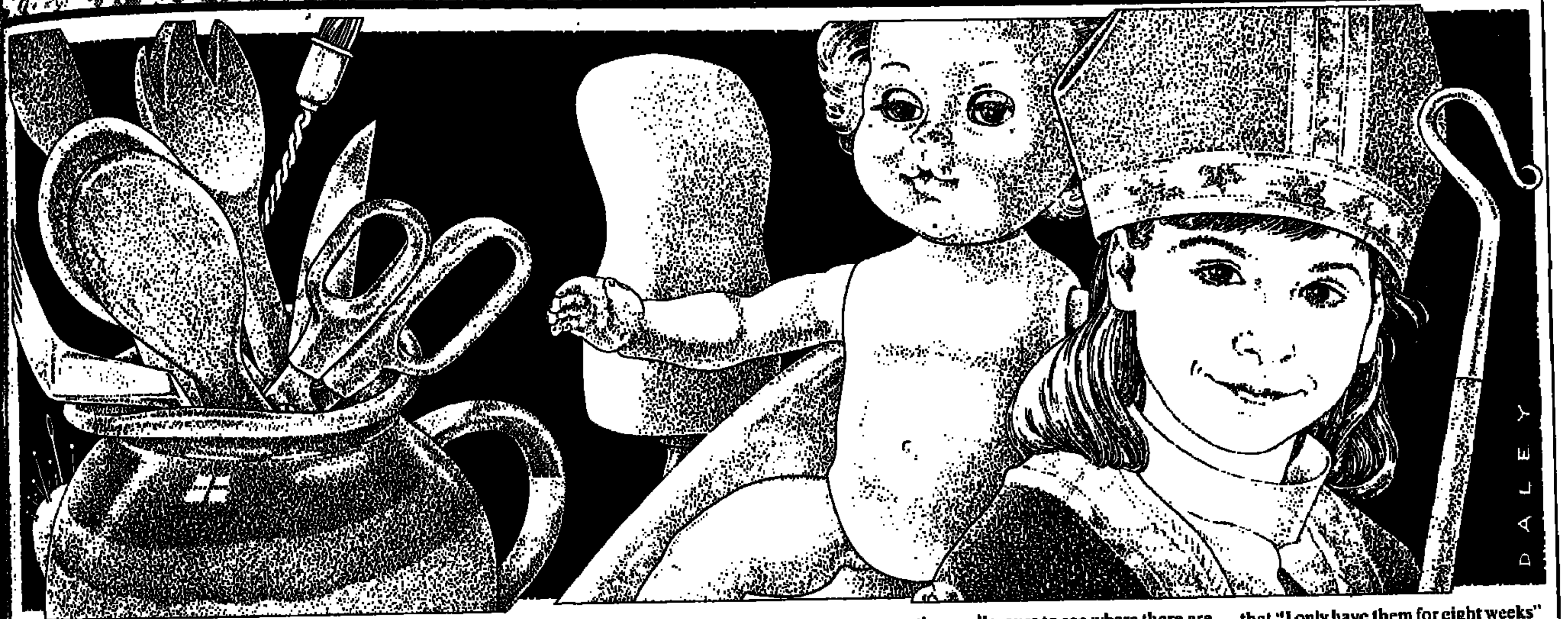
Application forms and further details from the Head Teacher.

Gloucestershire County Council
The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community

Home Economics

Home economics and TVEI 38
Fast food in Falkirk 39
From Needlework to Textiles 40
Self help in Croydon 40
Child Development and GCSE 41
Investigatory work 42
HE for pupils with moderate learning difficulties 43
Careers for home economists 44
Additives: fact and fiction 45



Preparing for the complexities of everyday life

Critical skills

MARGARET JEPSON

A class full of eager 11-year-olds ready for their first lesson in home economics is always an exciting occasion. Here is a new subject which is perhaps not as daunting as some of the other new subjects on the timetable because it is about food, textiles, homes and families – something familiar to them all. They may be in a specialist room with more cookers than the ordinary kitchen, in a fabrics room with what seem to be magnificent examples of pupils' work on the walls. Apprehension creeps in. Will they be able to do things like that? What will they learn? Hopefully the apprehension will soon be dispelled as pupils become involved in a range of activities and equally the teacher will be able to sustain and build on this enthusiasm and interest in the subject.

In many schools the home economics curriculum is reaping the benefit of the rigorous attention paid to the GCSE National Criteria for home economics and the new home economics examination syllabuses.

The National Criteria for home economics clearly states that home economics contributes to the total curriculum by developing the skills of management and organization of resources. The skills must include comprehension, analysis, investigation, interpretation, discrimination, decision making, organization, psychomotor, communication and evaluation skills. These skills are not only to be developed by the curriculum in years 4–5 for examination purposes but also in years 1–3 to prepare young people for the complexities of everyday life. Judgements or decisions will have to be made about the provision of food, clothing, shelter, security in relation to the needs of the family. These judgements will require not only knowledge and skills but also the development of attitudes and values in order to be effective in a society which is socially, culturally and economically diverse.

As a practical subject, home economics provides a wealth of opportunities for pupils to develop these skills. Here again the National Criteria for home economics is clear and provides a definition of practical work as "doing, making or being involved in producing an appropriate conclusion, end product or both" (page 3). Pupils have often enjoyed the production of artefacts, whether in food or textiles, but when this has meant the rigid following of directions to produce something which is assessed and evaluated by the teacher, very little other than psychomotor skills are de- [illegible] of average and above average ability, find this to be of little challenge and reject the subject as an option in years 4–5. This is not to undermine the production of artefacts; they make learning fun, give a sense of achievement and are valuable if they are part of the learning process.

The emphasis is now on the skills the pupils develop during the process of making or doing rather than just on the end product. This will directly affect the curriculum in the choice of activities planned. Whether one uses the terms active learning, pupil-centred learning or problem solving, the pupils should have the opportunity to think for themselves.

Investigative work in home economics allows the emphasis to be placed on the process of learning and the end product. A problem or a design brief is set by the teacher which is then interpreted by the pupils. As *Home Economics from 5 to 16* states: "The primary objective is not to attempt to dictate ideal solutions but for pupils to be in command of a range of knowledge and understanding so that they can order priorities, predict some likely consequences of decisions being made and begin to develop self confidence in dealing with challenging situations" (para 46).

The inadequacies of a curriculum in food studies based on the demonstration / cook are thus revealed. There may be a need to show a pupil, or a group of pupils, a particular method or process, but this is best done when it is required as a "spot demonstration" rather than the week before. There are many schools to whom this is quite obvious and once the investigative approach has been used and found successful there is certainly no going back. Consider the teacher whose pupils should have been preparing shortcrust pastry for apple pie and was faced with a group who had brought the "wrong" ingredients. One had brought frozen pastry, one all lard not half lard/half margarine as requested the previous week and one all margarine. She was about to castigate these "forgetful" even "disobedient" pupils when she realized she could turn it to advantage and compare the results. The pupils then embarked on a different exercise, comparing times taken to make, to cook and finished products. "They even stayed in over break" to finish the tasting/evaluation session.

This teacher has now reorganized her curriculum from years 1 to 3 and [illegible] providing more varied learning opportunities. It is rare that this "road to Damascus" type conversion is required. The GCSE National Criteria for home economics are based on current good practice and curriculum development taking place in the field. Initial teacher training courses include the use of the investigative approach as a major part of their curriculum and there have been many in-service courses throughout the country. Fortunately there are now textbooks being published which include the investigative approach automatically, as a major part of the text.

The content of home economics courses in years 1 to 3 has too often been concerned with food preparation and cooking techniques, particularly since O level and CSE examinations often demanded this. The content should be concerned with the home and family as well as food and nutrition and textiles. These are not discrete sections to be covered but are closely interlinked and thus reflect the reality of family life. The teacher needs to be selective when deciding what is to be taught. The curriculum as a whole is referred to by HMI document *The curriculum from 5 to 16* but can easily be applied to home economics. "There is so much knowledge which is potentially useful or of intrinsic interest that syllabuses are often overladen with factual content built up by unregulated accumulation or tradition" (para 91).

Decision making in home economics should always take into account the family needs, the home environment as well as the social and economic environment that families operate in. Knowledge is required to make judgements but the knowledge of isolated facts is less valuable than the understanding of facts and concepts which can be used in decision making exercises.

"Teaching methods should encourage the development of pupils' critical and analytical skills and the ability to transfer knowledge and understanding intelligently from one situation to another" (para 9, *Home Economics 5–16*).

The curriculum planned with the development of knowledge and skills in mind should also make for continuity of experience in schools with rotational timetables. It is nonsense for these to be considered as separate eight, 10 or 12 week units. This presents a very narrow view of the subject to the pupils and does not allow for a planned progression. The other subject areas in the rotational timetable may share some of the same skills to be developed through study of their [illegible] to establish good communications with these colleagues to see where there are opportunities to be exploited. The knowledge base may well be different but concepts and skills may be shared. Schools with design faculties who work together produce some excellent work through the use of design briefs interpreted by the pupils using different materials. How sad it is when there is not even this type of link between the food and textiles area. The attitude that "I only have them for eight weeks" is short-sighted to say the least, although given the opportunities home economics can provide, it certainly does seem a pity that pupils may only be allowed eight weeks.

A major influence on the curriculum in years 1 to 3 is the importance attached at GCSE level to pupil self-evaluation. The pupils should be able

continued

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Home economics and TVEI

Taking the initiative

ARTHUR GEEN

Research conducted at University College Cardiff during the academic session 1985–86 would suggest that teachers of home economics have participated fully in the TVEI. In the preliminary stage of the study letters were addressed to all l.e.a.s in England and Wales to ascertain the extent of their involvement in the TVEI and the role that they envisaged for home economics within the initiative. Eighty-two of -the 104 authorities responded to this inquiry.

The survey revealed that various aspects of the subject had been included in all the 14 pilot projects which had begun in 1983, though in one instance a food industries course had been a recent innovation. Thirty-three of the l.e.a.s which had started TVEI programmes in 1984 provided information, and it was found that 31 of them had implemented schemes incorporating home economics. In one area, however, it was reported that the food industries option had lacked vitality and would be discontinued from September 1986. Of the 11 "third round" authorities, nine had instituted courses in food, textiles or community care. Twelve other l.e.a.s hoped to join the initiative in 1986, two had just commenced negotiations with the MSC and could not be precise about starting dates, and the remaining 10 did not anticipate that they would take part at any stage.

Between them these l.e.a.s named 155 secondary schools and 16 colleges of further education in which TVEI home economics was taught. Questionnaires were duly dispatched to each of these, and 90 replies were received, 84 from the schools and six from the colleges.

Of the schemes in operation, the most popular appeared to be those concerned with food production, catering and hospitality. Eighty-one of the schools and colleges offered options of this type. A further 39 courses had been established in child, family and community care, but projects relating to fashion, design and the textiles industries were less common, only 17 being identified in this study. Other areas in which home economics were able to contribute included consumer education, manufacturing processes, advertising, marketing, media studies and life skills.

Nearly half the schools in the sample (47.78 per cent) adopted a modular approach. The number of modules allocated to home economics varied from one where TVEI had only recently been introduced to 15 where pupils were in their third year of the initiative. Most modules were of 2¼ to 3½ hours' duration per week, and, although difficulties were reported when pupils lacked essential skills and needed extra tuition, the majority of respondents (72.34 per cent) expressed general satisfaction with the allocation of time.

As for qualifications, candidates at 77 institutions were being entered for the GCE/CSE examinations, and in many consortia Mode 3 syllabuses had been drawn up in commercial catering, child care and fashion. Two schools also prepared pupils for the CPVE, six for BTEC and TRADEC (Services Industries) certificates, and 33 for awards validated by the CGLI, especially courses 332/1, 365, 688, 689, 06/1and 706/2.

All TVEI projects must adhere to the criteria drawn up by the MSC, one of which is the provision of work experience for pupils from the age of 15. In six cases problems had arisen because local employers were unable to cope with all the requests they received for the placement of students on the TVEI, CPVE and YTS. In other areas, however, it had been possible for pupils specializing in catering to be accommodated in hotels, restaurants, cafes, hospital kitchens, foods industries, bakeries, shops and small businesses. Similar opportunities had been created for textiles students in clothing factories and for those studying child and community care in play groups, nursery, infants and special schools, old people's homes, clinics, hospitals and centres for the handicapped. In two schools appropriate arrangements had been made for pupils interested in careers connected with hairdressing, health and beauty. Further experience was frequently provided by means of simulation exercises; at 19 schools, for examples, pupils planned, prepared and served lunch to members of the school staff.

A further criterion is the need for a smooth transition from secondary to further education to enable those students who desire it to receive more advanced training. At 67 of the 84 schools it was reported that a close relationship had been established with one or more of the local colleges, in five consortia there had been some exchange of teachers and lecturers in home economics projects, and in eight areas staff from both types of institution met monthly to discuss progress and future developments. At the 17 schools where no such links yet existed it was hoped to remedy this deficiency as soon as possible, though in practice this was not always easy to achieve, particularly when the buildings were situated on campuses some 10 to 15 miles apart.

A third criterion is that careers guidance should be available. At 31 of the 90 schools and colleges home economists had assumed some degree of responsiblity in this field. Another regularly participated in careers tutorials, and at one school a teacher of the subject had just been appointed to a post concerned specifically with this form of counselling.

At the same time TVEI courses are expected to promote initiative and problem solving skills on the part of the pupil. Many examples were cited by respondents to the questionnaire of activities designed to achieve this aim: the use of computers for meal planning and dietary analysis, evaluation of kitchen equipment for the disabled, surveys within the realm of consumer studies, comparison of different brands of convenience foods, formulating answers to letters in magazines in the style of "agony aunts", interviews with employers and employees in textiles factories, experiments on a variety of fabrics, and the small-scale manufacture of commercially viable goods.

In one school the task set had been the creation of a uniform for council workers, while in a second classes had undertaken research into the facilities available for the elderly in the community. It was widely believed that many advantages were derived from exercises of this nature; even if pupils failed to find employment at the end of their school career, it was argued, they would benefit from educational methods which encouraged them to analyse situations, plan strategies to resolve specific problems and assume reponsibility for their own learning.

To help teachers come to terms with this newer student-based approach to learning and the other demands of the TVEI, in-service training has been available in many areas. Staff at 60 of the schools had attended courses which focused attention on curriculum design, heuristic methodology, counselling, modes of assessment, careers in catering, and the use of computers in home economics. Sixteen teachers had also been seconded for periods ranging from two days to a month to work in industry, and they clearly felt that this was an excellent way of acquiring useful skills. In only three consortia was it argued that the in-service provision offered had been either inadequate in respect of content or organized at a time when it was too late to be effective.

From the comments submitted it was apparent that, although the introduction of the TVEI had, in the short term at least, created a number of administrative difficulties, the consensus among teachers was that it had been a valuable innovation as far as home economics was concerned. Indeed, 35 schools intended to develop further courses in the next few years. The opinion was also expressed that the initiative had helped to raise the status of the subject and served as another stepping stone in gaining wider recognition of the educational value of home economics. As one head of department commented, staff at her school had become fully aware that "home economics has a definite and important role to fulfil within the TVEI".

A. G. Geen, E. M. Eynon, G. K. Hall and D. Hurst are lecturers at the School of Home Economics, University College Cardiff, and I. Davies is head of the Merthyr Tdfil Teachers' Centre.

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As the author and publishers of this book point out, there are thousands of amateur dressmakers who have reached a level of competence and confidence whereby they feel that with appropriate information and encouragement they could go further than using standard commercial patterns, to translate their own design ideas into professional looking garments. This attractive and well-illustrated book provides a wealth of useful information, based on the author's experience in industry, and as a tutor in higher education.

Diagrams and photographs are of a high standard. The first section, on creating the main basic blocks, is excellent, and includes trousers – which are all too often ignored. Another useful feature is that all measurements are consistently metric, but with imperial conversions included on each diagram.

The section on adapting blocks to make design patterns is less easy to follow. In some cases, instructions are absent and where more than one idea is presented on the same page, it would have been less confusing if the diagrams had been linked to their related text by sequence numbers. This is done in other sections of the book, and is particularly effective with the sequenced photographs used to illustrate making up processes.

Though definitely not a book for beginners (the publishers aptly define the potential reader as . . . "anyone who can follow *Vogue* sewing instructions") *Creative Cutting* is well worth owning, by all students or home dressmakers with a flair for design.

Susi Rice

Critical skills continued

to develop the skill of assessing their own achievement. It is an integral part of problem-solving to assess or evaluate the solution and to show how the criteria identified have been satisfied, or not, as the case may be. A pupil self-evaluation form which is quick and easy to complete at the end of the session by "smiling faces" or a grade ranking performance on good, very good, excellent, does not take too much time. It will show the pupil the qualities which are regarded as valuable for assessment, such as working co-operatively with others, completing the task with little or no assistance as well as an evaluation of the end product.

Pupils are quite serious about this and rarely do they exaggerate. As *Home Economics 5 to 16* points out "Children are often far more critical of their own and their peers' performance than their teachers would be and often set themselves high standards" (para. 73). When this is combined with an element of negotiation with the teacher, who may agree or disagree with the assessment, the pupil is far more aware of their strength or weakness than a mark out of 10 for the finished product would reveal. There is usually an increase in motivation and confidence when this type of assessment is used. There is recognition by both pupils and teacher of the skills which the particular activity are likely to develop.

At the end of the third year one would hope that pupils have enjoyed home economics; learning is much easier if it is fun. The teacher is no longer constrained by the demands of an out-dated public examination system. Although teaching first year GCSE is costing many teachers much time and effort, if there is an application of the same principles to years 1-3 the pupils will be well equipped to be confident and competent in making decisions for themselves in a world which is likely to become more and more complex.

Margaret Jepson is senior lecturer in Home Economics Education at Liverpool Polytechnic and is President of the National Association of Teachers of Home Economics.

Expand and extend

**Home Economics and Information Technology, By Maire Boyd-Clarke and Jane Howden
Home Economics Resources in Education, 9 Summerhill Close, Haywards Heath, West Sussex £1.95.**

Home Economics and Information Technology is a new 32-page publication based on a report on procedures as adopted to produce curriculum guidelines and programme specification for the use of computers in home economics. The microelectronics education programme, who sponsored this project through the West and North Yorkshire region, hopes to stimulate teachers and potential producers into planning and developing a range of materials. Its aims are to help schools develop their pupils' knowledge of microelectronics and its effect on society, and to help teachers use the new technology to expand and extend the learning opportunities available to children. To this end it supports an extensive programme of in-service training, the development and production of curriculum materials and the collection and dissemination of information within education.

Part one looks at areas where the computer would be of benefit to children who find difficulty with calculations, eg nutrition, budgeting and energy consumption, etc. Part two looks at the curriculum development model – the aims of the project and software development. It contains details of procedures used to establish the curriculum development proposals. Many are included as models for future curriculum development projects. The report also recommends that each home economics department should have access to a micro computer and printer.

Conclusions and recommendations are followed by a useful glossary of terms. At the time of printing, the regional project was in the closing months of development in a production of programmes and packages on human digestion, meal-time planning and kitchen planning.

Molly Butler

Coded tasks

**Home Economics In Action: Food. By Judith Christian-Carter.
Oxford University Press £4.75. 0 19 8327234.**

This is an attractively presented and welcome book, which uses a problem-solving approach for 11 to 14-year-olds. The author employs an interesting, conversational style which shows considerable understanding of her readers, though the text is aimed at above-average pupils.

The book is logically organized into 14 graded units which, it is suggested, can be grouped to form the basis of a three-year course. Each unit includes a selection of coded tasks for pupils, which encourage them to think, write, test, investigate and complete practical food work.

The content is mainly concerned with pupils' choice of food in relation to current dietary guidelines, but with a sensible degree of realism. The assumption of previous knowledge and experience, and the consequent omission of introductory topics such as safety, hygiene and cookers, is refreshing. Unit 1 includes a good section about foods in different cultures, but unfortunately all but one photograph in the book shows white people.

The book would be useful as a resource for teachers, and could be valuable when rethinking traditional syllabuses in years 1–3 to form a suitable foundation for GCSE courses.

Mariel Bishop

Fast food in Falkirk

Chemical link

SIMON BERRY

How can a giant chemicals company help to ensure that hungry schoolchildren get a mid-morning snack to keep them going until lunchtime? Normally it can't but in the case of the Home Economics department at Graeme High School in Falkirk the link has been made.

Six years ago Mrs Marjory Welch, after doing teacher-training as a mature student and a spell of teaching at a school near Glasgow, came to Falkirk to head a department of six in a school of nearly 1,600 pupils. What she found there was not inspiring: "It was a time when the children wrestled with recipes and knitting patterns, kept getting stuck and never learnt anything. The teacher was seen as an instructor rather than a friendly resource."

With the energy of a new broom she set about revamping HE, making it more relevant to the pupil and building into the courses an element of reinforcement. It seemed to be a success with the more or less academic streams, but each August produced a crop of around 40 real non-achievers, known as the Christmas Leavers. Divided into two groups they had five periods of HE every Friday morning after spending the rest of the week on work experience or at FE college.

Experience showed that by the time Christmas came most of them had indeed voted with their feet, demonstrating that they were not the horses for Mrs Welch's carefully designed courses.

Clearly a stronger motivation was needed, and Mrs Welch decided that it might be more productive to devote the periods to acquiring business skills in which HE would be a strong component. Unfortunately setting up even the smallest business requires some capital injection and she felt that it would be a mistake to try raising money through selling shares in the enterprise to parents who probably had little money to spare.

At about this time, before the 1985 Christmas term, she heard about the BP Links Scheme Challenge. At nearby Grangemouth BP have a huge petro-chemical refinery and a training officer met teachers from Falkirk schools who had promising mini-enterprise ideas that would foster entrepreneurship within an educational framework. If they liked the idea BP would provide the cash and provide one of their technologists to keep an eye on things.

Mrs Welch found herself surrounded by science teachers, but she put forward her Fast Food Service scheme and costed it at £1,000. BP gave her £500 with which she could buy two microwaves and have a £20 float to start them off. With this they bought frozen beefburgers and squash from a Cash and Carry and they were in business.

In the 20-minute morning break they served up to 200 fellow-pupils; the time before and afterwards was spent in preparation, clearing up and book-keeping. Soon the market research element was introduced, questionnaires were filled in and the menu was varied. Business acumen was sharpened and involvement increased by leaps and bounds. Anyone who failed to turn up was made to feel rotten the following week because someone else had to do extra work as a result.

The trading profits from the first term were around £70 and they were given to charity. Everyone who took part received a school certificate to take with them when they went job-hunting. For the 1986 session Mrs Welch put in for £2,000.

This time the programme contained outings to local industrial works, including BP at Grangemouth, and visiting speakers from local businesses. The education authority had just started its own fast food cafeteria at Graeme High, so this time the Christmas leavers turned their skills to running a Christmas stall, including food, fancy goods and toys (partly supplied by Barnardo's to whom the profits would be sent). Some items were made by hand, others were repaired donations. This time a computer was borrowed to help in areas like budgeting and stock control. Once again pupil involvement was high and nearly £200 was made, half of it from the sale of 20 fully decorated Christmas cakes.

By next August a BBC computer will be installed in one of the cookery rooms at Graeme High, financed again by BP. The skills and initiative of Mrs Welch's group recognized when they were awarded the Industrial Studies Trophy amid strong competition from other schools in the Falkirk area.

The message from these first two enterprises is clear. HE can have a stronger appeal for non-academic pupils if it branches out into skills more associated with the business of making a living. Mrs Welch now calls the one-term courses "Home Economics Business". She has learnt a good deal herself, last year even signing up for a series of night classes on small business management. When fellow-students asked her what she hoped to do afterwards her nerve finally failed her; she said she was going to open a baby-wear shop.

"Sugar is just fine"
DAILY MIRROR

"Sugar no danger to health"
THE TIMES

"Sugar is not harmful say US doctors"
DAILY MAIL

"Sugar not a health risk"
DAILY TELEGRAPH

This important new report on the health effects of sugars consumption is timely, comprehensive and of wide interest to nutritionists, dieticians, doctors and other health care personnel.

The report presents the most comprehensive and up-to-date evaluation yet published of the health effects of sugars. Both animal and clinical studies from the last decade, listed in a 990 item bibliography, are reviewed in terms of the effects of sugars on all diseases and conditions in which they are suspected of playing a causal role. These include: dental caries, glucose tolerance, diabetes mellitus, blood lipids, cardiovascular disease, behaviour, obesity, malabsorption syndromes, food allergies, calcluria, gallstones, nutrient deficiencies and carcinogenicity.

REPORT FROM FDA'S SUGARS TASK FORCE 1986
Evaluation of Health Aspects of Sugars Contained in Carbohydrate Sweeteners
Walter H. Glinsmann, M.D., Hiltje Irausquin, Ph.D. and Youngmee K. Park, Ph.D.

The Task Force concludes that, with respect to the general recognition of the safety of sugars contained in the food supply:—
"Other than the contribution to dental caries, there is no conclusive evidence that demonstrates a hazard to the general public when sugars are consumed at the levels that are now current and in the manner now practised".
·United States Food and Drug Administration Task Force Report on Sugars and Sweeteners

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THE SUGAR BUREAU
TES

From needlework to textile design

A change of image

BRENDA JONES

In changing "Needlework" to "Textiles" the intention was to change its image of a feminine subject and broaden it's scope. Needlework had a declining appeal partly because the garments took so long to make and in the end still had that home-made look. Moreover the brightest pupils did not opt for practical subjects because they were not given the status at public examination level of more academic subjects when applying for further education courses.

Beyond the confines of school we hear of the concern of industrialists for the shortage of a skilled and enterprising workforce who can adapt to new technology. Richard O'Brien (formerly chairman of MSC) was convinced that "the most successful firms owed their profits to a flexible workforce." Bill Purves (divisional organizer of the Amalgamated Union of Engineering Workers) endorsed this view "we need to have a workforce suitably trained to take advantage of new opportunities". Advertisements in the local papers appear week after week asking for skilled machinists. Small clothing/textile businesses which are mushrooming as a result of measures to counteract high unemployment, find they cannot get the right type of skilled workers, versatile sample machinists and pattern technicians.

The time was right then for a radical change in our educational thinking – certainly in the area of textiles. If we could arouse our pupils' interest in textiles, show them something of the variety of jobs at all levels in the industry and encourage the clothing industry to present a better image of itself as an employer, we would be serving not only our pupils but the local community as well.

The potential of TVEI was seized on and money invested in industrial machinery. The object was to teach garment-making using industrial methods as far as possible within the constraints of a classroom and an inflexible timetable. Teachers have always had to be very adaptable but teaching industrial methods without ever entering a textile factory or using an industrial machine did pose a problem. Despite this it was felt instinctively that this was the right course to take.

The appointment of a part-time adviser to train and work with the teacher and pupils while liaising with industry was an essential element. The adviser, Jill Fitzgerald O'Connor, has worked in the clothing industry for many years and runs her own design studio. She has spent two days per week in the textiles department at Redewood for the past 18 months. She is not a trained teacher but the pupils relate to her as an expert in pattern drafting and making up. Her input into the department has been considerable, and without it the course could not have developed in the way that it has. Through her the teacher has been able to make contact with many local textiles firms. One firm expressed reservations about half trained machinists coming to them in need of retraining. We acknowledge that our technology cannot keep pace with changes in industry but that is not what we are trying to do. We are introducing our pupils to some of the techniques and possibilities in industry, broadening their horizons and giving them confidence to apply for jobs in this field.

In keeping with the TVEI philosophy the approach is very much a problem-solving one. Our pupils are taught to understand the whole process of garment making from the first quick sketches to the finished article. Pupils draw a design of what they wish to make: which tends to be more a working drawing or diagram rather than a work of art. Measurements are then taken; not always the actual body measurement. Loose fitting tops have been very popular this year so the pupils may look at what they are wearing and assess how they want their new top to be in relation to that. Measurements are then written on to their drawings so that all necessary information can be seen at a glance.

Jill O'Connor has drafted a collection of fashion blocks which the pupils use as a basis for drafting their own patterns. They obviously need to have a good understanding of the making up process in order to do this. It is also obvious that the teacher is much in demand and small – or very able – groups are essential for efficiency. However, we know this rarely happens.

After making the pattern a calico toile is made to test the pattern. The pupils are encouraged to use the calico as a working tool – marking alterations on it with a pencil or tailor's chalk. Alterations are then transferred to the pattern and the final garment cut out and made up using the appropriate industrial machine: that is, a flat bed or overlocker. We also have upholstery, beltlooper and twin needle machines. All these help to give a professional finish. The pupils are excited at the prospect or what they can achieve and eager to wear what looks like a shop-bought garment. It is this which has injected new life into the subject.

Among our most successful pupils are boys, some of whom have gone on to further education fashion courses. There are many opportunities for them for jobs in, and on the periphery of textiles for which a general understanding of the garment making proccesses would be an advantage. However, there is a general reluctance still to admit an interest in what is seen outside as "a girl's subject". The name and the image has been changed and there is a curiosity about the new machinery but the change in deep seated attitudes will take time.

As regards assessment, for internal use a continuous, pupil self-assessment sheet has been devised which shows clearly what areas have been covered and to what standard. Both pupils and industry appreciate the fact that it is both simple and precise.

No matter how interesting or enterprising a course may seem to the pupils and to industry, to have any kind of status a public examination must be offered at its conclusion. The examining boards demand a new examination to be approved 28 months prior to the pupils sitting it; in our case that was before the course had been worked out or the teacher had even used an industrial machine. However, a Textile Mode 3 CSE adaptation of the Needlecraft examination was written. Inevitably there were elements that were not quite appropriate but the first batch of candidates who sat the exam last year did very well. The moderator, who had not encountered such work elsewhere, was somewhat perplexed.

The system is further complicated now by the introduction of the new GCSE examination. The new Textile Machinist course is neither a branch of HE nor Art and no existing examination meets its needs. The Northern Examining Association has granted permission for the course and a new examination to be written; a daunting task with no time allocated to do so.

A theory paper is desirable to give scope for the brighter pupils but there are no suitable textbooks for our theory lessons. The obvious answer is to write our own. A comment from a sympathetic lady at the NEA recently: "You have all the problems of a pioneer" was not particularly cheering.

Purchasing of equipment and materials for use with our new machinery has been something of a problem, not necessarily because of lack of money although as always we feel there is never enough but because we are tied to purchasing from approved firms recognized by the l.e.a. We need specialized fabrics, threads and equipment not available from these firms. With the increased speed of making up and greater creativity of design we need more frequent and immediate purchases; not waiting two months for an order to be processed or an annual spending spree in June. In this respect there seems to be an unwillingness to believe that change is necessary.

Inevitably there are many problems in setting up a completely new course but the basis of TVEI and in particular this course is problem solving. In many ways it would be easier to revert to the traditional needlecraft course but how could this be possible after witnessing the change in attitude of, so called, "difficult" pupils and when a "hopeless sewer" is able to get a job as a machinist in a local factory?

Brenda Jones is head of Textiles at Redewood School, Newcastle-upon-Tyne.

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Self-help

DIANA MARKS

The key notes of the preparation for GCSE Home Economics were that pupils should "know and understand" and so be able to "do". After Phases 1, 2 and 3 of the cascade training process, teachers in Croydon felt that we were able to say that we knew what we were supposed to be doing, most of us were starting to understand why, but, when it came to doing it, we felt all at sea.

In Croydon we have been without any subject specific advisory or inspectorial help for several years. Our previous inspector, Mary North had left us well prepared to carry on with our day-to-day business but we have lacked the preparation needed to keep us up to date with changes in the subject which have led up to the GCSE. The appointment of an Inspector George Fisher, who included us under his umbrella of responsibility and who had considerable experience in the field of design education, has eased the problem. However, a few teachers started to make changes while others preferred to carry on in the more traditional way, which was getting good results for pupils in examinations.

We have formed an association of teachers of home economics in the borough (CHETA) which provides us with a forum for discussion and the exchange of ideas and also with an avenue for dialogue with the education department. Therefore we have a ready made structure which we could use to help ourselves tackle the problems presented by GCSE. Members of the association have a network of friends and associates who could be approached for help.

We clarified our needs as being, first, help in understanding the exact requirements of the syllabuses, and second, ideas about how to prepare pupils for the exam and plan courses which would enable them to "know, understand and do". We also wanted more help with the specific syllabuses. Much of the information available and most of our expertise, dealt with food studies. We had to have help to teach child-related studies and textiles. Whereas teaching approaches are said to be transferable, we needed examples and ideas to get going along the right lines.

Those teachers who still followed their "old style" schemes of work in the lower school, also recognized that they must change their ideas, and asked for help with that problem.

Initially, between Phases 2 and 3 of the GCSE training, we invited a very experienced examiner to come and talk to us about the exam. She took some of the sting out of the subject, allaying our fears and showing us that what we were already doing was not so very different from that which would be required of us in the future. Feeling much better, we all went off to tackle Phase 3 and plan our courses using those syllabuses that had been published.

continued

Coping with GCSE Child Development

Holding the baby

JUNE SCARBROUGH

The introduction of GCSE courses in the secondary school curriculum has demanded changes in teaching methodology and assessment that allow pupils to demonstrate "what they know, understand and can do". This shift from "mastery of content" curriculum to a "process based" curriculum has posed several problems three of which I have selected for discussion in this article.

First, how to check that all criteria of 16-plus GCSE home economics are met in lesson content. Second, how to ensure pupils can indentify and demonstrate their understanding of the links between the common elements and themes of home economics that are required in the coursework for child development, and third how to ascertain that the coursework, whether it is investigation and/or observation, can be achieved by the less able and stretch the more able pupil.

All four GCSE home economics syllabuses require 40 per cent of the coursework to relate to the common elements of family, home, food and textiles. In addition, all work undertaken must include the common themes identified as human development, health, safety and protection, efficiency, values, aesthetics and interaction with the environment. A study of home economics must develop pupils' investigational, measurement, communication, management, psycho-motor, technological, and in child development, caring and interpersonal, skills. The main study must also include the concepts relating to the subject being studied which, in the case of child development, are family, parenthood, roles, intergeneration and interaction, socialization, child development, children with special needs and resources for learning and play.

Organizing this mass of components was a daunting task until using the WJEC (Welsh Joint Education Committee, the examining body for Wales) syllabus that has already linked Content to Teaching Objectives it proved possible to arrange each section of the syllabus into 10 columns as follows:

Column 1 and 2	National Criteria Aims and Assessment Objectives specific to syllabus content being analysed.
Column 3 and 4	Syllabus Content and Teaching Objectives selected for teaching.
Column 5	Concepts relating to the lesson's content.
Column 6 and 7	Identification of Common Element and Themes applicable to the lesson's content.
Column 8	Skills pupils will use when undertaking work required in lesson/s.
Column 9	Resources required for lesson/s.
Column 10	Information of Teacher Activity, Pupil Activity and Method of Assessment, ie written report of investigation, pencil/paper test, discussion.

There are three advantages of analysing the syllabus in this way. It ensures that all the demands of the criteria are being met, that the volume of work to be covered becomes manageable and a scheme of work is produced.

Another area that presents difficulties is the implementation of the investigation and observational requirements of the syllabus. Pupils were unable to relate what they were investigating or observing to the common element and themes of home economics: "Miss, we're studying Child Development!" Closely allied to this were the problems of devising, organizing and assessing investigational work for mixed ability groups. The selection of a topic and definition of a brief is the first stage in organizing pupil's investigational work. For example:

Topic: Investigation into the design of articles and methods used for transporting infants.

Brief: "What methods do parents use to physically carry their young?"

This particular brief can be used to investigate and compare different ways of physically transporting very young children, or by altering the wording, the investigation could be a survey of the variety of push chairs and prams available to parents.

A pro-forma can then be designed with the side headings: common elements, common themes, skills, teaching aims, teaching assessment objectives, resources, pupil activities, method of assessment and evaluation. Careful examination of the brief using each of these headings in turn will clarify the connection between the criteria and the area being investigated. Four of these headings have been selected to illustrate this method.

1. Common Element

Family – family patterns, organization, effects of culture etc.
Home – storage, cost, routine, etc.
Food – needs of nursing mothers, eg: prams versus baby carriers etc.
Textiles – materials/fabrics used eg slings, shawls etc.

2. Assessment Objectives

Assessment Objectives need to be precise. Verbs that are incapable of exact measurement should not be used, for example: "an understanding of", "knowledge about", "appreciation of", are open to many interpretations and therefore cannot be used to measure accurately changes in pupil's behaviour. An example of a taxonomy that can be used to measure the affective domain is: select, complete, indicate, relate and revise. A similar taxonomy for the cognitive domain could include verbs such as: list, identify, assess, analyse, summarize and evaluate.

An example of Assessment Objectives for this topic is:

Pupils should be able to
(i) identify the links between the common element, common themes and child development;
(ii) record the range, variety and cost of the alternative methods used to transport infants;
(iii) demonstrate ability to analyse and compare differences in methods used, and of design, ergonomics, construction, comfort, cost, emotional effect, between methods of carrying young.
(iv) assess and evaluate the advantages of these alternative methods of carrying young children.

3. Pupil Activities

Different levels of pupils' academic ability can be accommodated by controlling the following variables when selecting suitable assignments for investigation:
a) the size of the investigation,
b) the depth to which pupils are expected to go,
c) the method of writing up and the amount of evaluation expected.

The following suggestions illustrate this:
1. All pupils will find as many methods of carrying infants as possible.
2. Select 2–4 methods of carrying infants and record your information using the following headings:
method of carrying, country of origin, design of carrier, fit and comfort for child, ease of use, length of time used.
3. Ask 2–4 parents
a) what method they use,
b) why they preferred that method to others,
c) when they used the carrier,
d) how often they used it,
e) how did they purchase, store, clean carrier?
4. Using this information explain the links between family, home, food and textiles.
5. Discover which type of carrier is the most popular among parents in the play group/clinic.
6. Explain which type of carrier gives the best value for money.
7. Relate the results of your survey to the family, home, food and textiles.
8. Assess and evaluate the advantages of the alternative types of carriers/slings available to the consumer.

Allowances should be made for very able pupils to excel by providing an extra assignment. For this brief it could be: "Evaluate the emotional satisfaction infants experience when they are in constant body contact with their parent." By arranging the assignments in an ascending order of difficulty there is no danger of a pupil being restricted because they themselves select what they will do and how far they go.

4. Evaluation

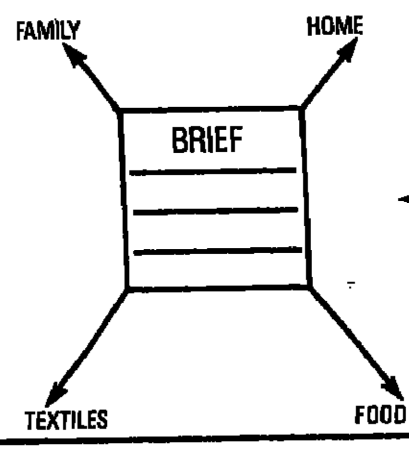
When evaluating the finished proforma the following questions should be asked:
1. Does the topic demonstrate links with the common element and themes?
2. Is it possible to assess what is to be assessed?
3. Can this topic only be achieved by investigation work, ie is it not possible to get a written examination question or a practical test?
4. Can all pupils demonstrate what they know, understand and can do?
5. Can the topic be achieved by the less able and stretch the more able?
6. Can all pupils complete the task?
7. Will the topic allow for discrimination of marks?
8. Is there opportunity for pupil self-assessment?
9. What improvements can be made?

Finally, by pupils filling in following worksheets (example below) even the less able can identify where their brief has established connections with the common element and themes.

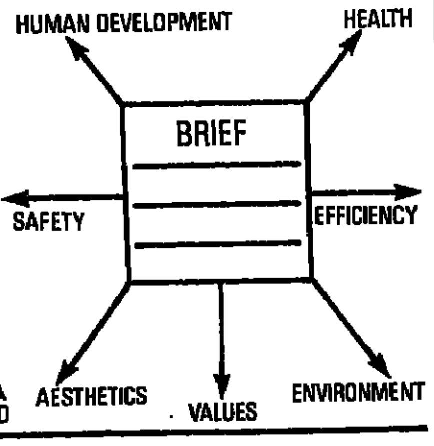
The aim of this article has been to

continued

COMMON ELEMENT



THEMES



Self help continued

Mr Fisher, our shared inspector, invited CHETA to help him plan and run HE INSET plans. With Mr Fisher's help we planned a series of talks during the Autumn Term to establish the ideas embodied in GCSE courses. A spin-off value of these frequent meetings was the interchange of ideas and the easing of the problem of the remoteness felt by teachers working in small departments or on their own.

As we now have the education department's backing we are able to pay our speakers, which gives us much more flexibility and scope. Our experienced examiner friend came back for two sessions, to give us examples of how she saw work in the classroom developing towards the new examination. This enabled us to get our pupils working along the right lines.

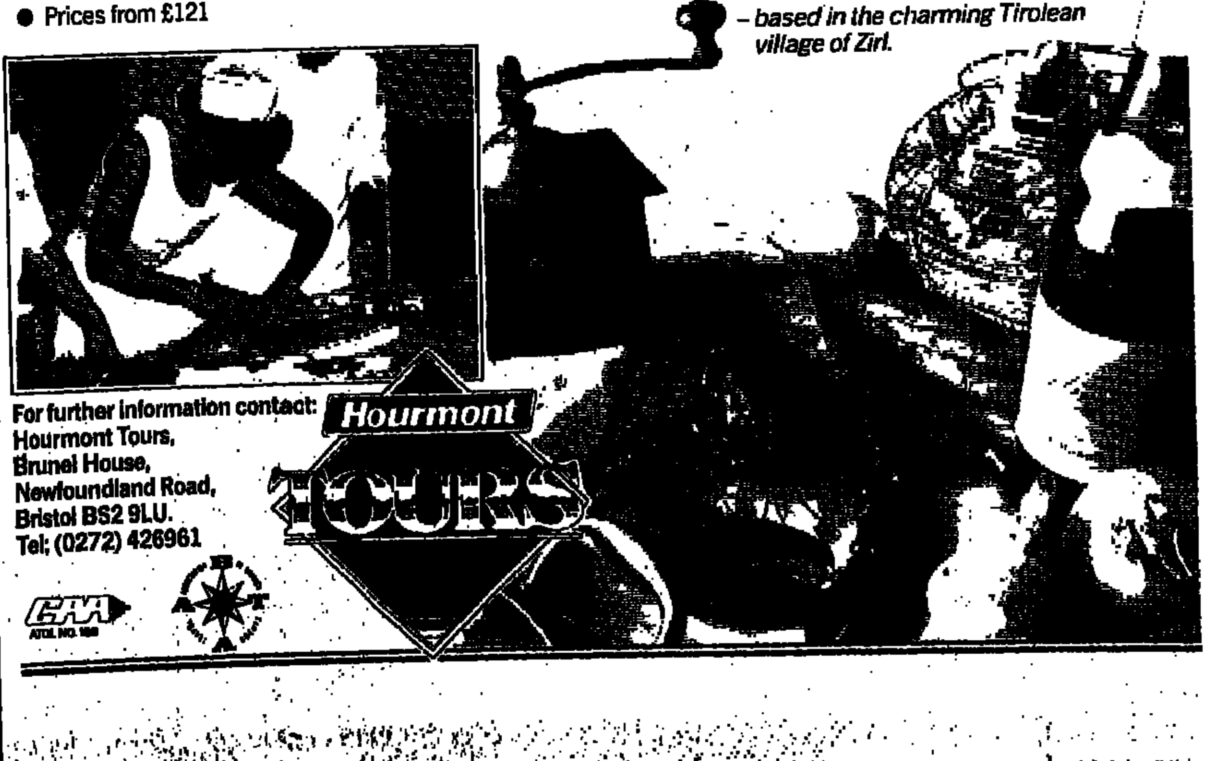
Mr Fisher invited a member of the APU team, who had been working in the area of design, to come and give us a series of talks explaining the rationale behind the design process, as she sees it, and how it can be used in a variety of ways to meet the differing needs of various groups and subject areas. We could now start to reorganize our junior school work and try out ideas. We arranged an additional session when the speaker helped us clarify the vocabulary we use in the classroom when dealing with the scientific aspects of the subject.

The teachers of child related courses were feeling out on a limb. We are running a course for the spring term to provide some help for them. The speaker, who has wide experience of working with teachers of child related studies, came in November for a "life-saving" introductory talk to give us some guidance in course planning and approaches.

We still have to tackle schemes of work for the lower school. Many schools have purchased Macmillan's series of textbooks *Starting Home Economics Levels 1–3* which use the methods advocated by the GCSE. In the spring term we have arranged a series of talks by the teachers involved in the production of these books, to show how they can be used in the classroom, and to provide a course which will lead on naturally to the GCSE examination.

Phase 4 meetings, arranged by the Boards, have been helpful in highlighting the requirements of specific syllabuses. However, I feel that the wider basis of our less intensive courses has been essential in providing teachers with the time to think, and to plan their work to meet the challenge of GCSE. We intend to continue to provide meetings dealing with specific areas and topics. These meetings will also give us the opportunity to meet and hammer out our problems together and provide the ongoing help and support that teachers need at this time of rapid change.

Diana R Marks is Chairperson of CHETA.



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Investigatory work and GCSE

Searching questions

IRENE FINCH

Investigatory work is possibly the biggest innovation in the new Home Economics GCSE, though the idea developed from the "projects" and child studies of earlier years. If investigatory work is to be examined, pupils must learn how to investigate and must be given plenty of practice and help before the examination. But is this really all?

The GCSE National Criteria for home economics put one limitation on investigatory work. It must be related to the "themes" (safety, economy, aesthetic value, etc). This means that every investigation must help the pupil to make a practical decision or choice, or solve a practical problem. The pupil should never undertake an investigation unless s/he has a clear idea of the reason behind it. The old "projects", the amassed mountains of facts and undigested brochures will no longer have to be assessed.

The various child observation studies for Child Development examination coursework may seem to be an exception, but in fact they have been changed from mere records of work to case studies. This is a great advance. A case study involves not only the skills of interaction and observation but a study of the observations, relating them to theory and showing how far the observations agree or disagree with theory. Much of the theory of child development, especially as demanded by the new syllabuses, is quite difficult for pupils to absorb and use, so case studies give them a chance to mull over their theory as well as observing children.

But even if investigatory work was not to be examined by submission of items of coursework, many teachers would still ask pupils to do a great deal of it. In fact these are the teachers who wanted investigatory work inserted into the National Criteria. These teachers take the view that investigating is a highly motivating way of learning. So instead of telling pupils the difference between the behaviour of nylon and polyester, they encourage pupils to find it out for themselves by means of tests. And pupils will be motivated further if they have to make a decision between nylon and polyester for an item they are making for themselves.

Of course the investigations can be "second-hand", ie information obtained not by direct observation or testing but from another person. This distinction was made by Nuffield Science because although the authors approved of pupil investigation, there were many investigations that pupils could not undertake for practical reasons. Second-hand investigation sometimes sounds easier – a reversion to the teacher's traditional role. For home economics this is far from the truth. From a practical point of view, much of the second-hand information we want is in the possession of experts who have to be questioned, and not in print. Books which are in print have to be located, often with difficulty. Furthermore, as the Bullock Report so clearly explained, the pupil has to assess how much of an expert the author really is, and if advertising publications are used, or the common crypto-advertising publications, pupils have to exercise their critical faculties. Crypto-advertising consists of material which does not seem to be advertising material. Sometimes it requires the powers of a sleuth to detect it: finding out who made donations towards the production, for instance.

So, second-hand investigation still requires important skills, even a search for ideas for decorative designs, for example, requires a highly organized hunt to locate the widest possible range, using both first and second-hand investigative techniques.

There is, however, a big difference between pupils looking for decoration ideas and pupils looking for the similarities and differences between nylon and polyester. At least, some teachers feel there is a big difference; the attitude you take on this depends on your attitude to the economy of learning. If you feel that pupils should have a lot of facts or "messages" to use, you take one view of teaching. If you consider that pupils will do better if they have generalizations to apply, rather than a lot of separate facts, you will aim at teaching general ideas and principles, even if they are a bit difficult at first. If you go further and consider, as many now do, that pupils do even better by using a linked framework of principles, you will feel even more strongly about this.

Now comes the problem. How are pupils going to build up organized frameworks of understanding, which many accept as the mark of an educated person? Will they do it best by the random acquisition of facts through investigations, or by absorbing? If the ideas are difficult ones, will they manage at all without a teaching sequence in the scheme of work? The answer many teachers are now giving to the last question is "no". This seems to mean that we have to choose between pupils doing investigatory work and pupils building up a framework of knowledge, but this need not be so. It is possible, through hard work, to invent a series of investigations (allied, as mentioned above, to themes and design-production work) to reconcile the two aspects.

It is not easy to invent really interesting investigations and briefs of this kind when pupils have little knowledge or skill, so good ideas, once developed, shoud be treasured and disseminated. For more advanced pupils it is, however, relatively easy. Nevertheless, there are some implications in all this for investigatory work and for examination coursework that should be considered. These implications seem to me, at present, to be as follows:

1. We should not ask for briefs that are "as open-ended as possible". The briefs should be related to what is being added to the framework of knowledge, via the related investigations. Free choice of investigations, which sounds so liberal, is also unhelpful in the early stages.

2. Most teachers will agree that discussion and exchange of ideas and information are vital to adolescent learning. This means that discussion should be encouraged as a teaching method, just as we have already accepted investigation as a teaching method. Pupils are, however, not likely to be very interested in discussing another pupil's work, whether investigatory or production, if it has nothing to do with their own current project. It is therefore very helpful for the whole group to be doing related work, which is consistent with the notion outlined above of fitting briefs and investigations into a scheme of work, rather than leaving pupils too free to choose at too early a stage. It means more still, however. Most of us have been spending many hours looking at official syllabuses, and using the terminology they use. Since these are all about examinations, and not about teaching, we must watch that terminology. When they say "coursework" they mean *examination* coursework, ie that part of the coursework that is submitted for examination, not the whole of the coursework. In the classroom there is always a distinction between examination coursework and other coursework, even when a school uses continuous assessment.

Let us now compare what happens with ordinary investigatory coursework and what happens if those investigations are assessed for the GCSE examination. In the former case, pupils will report their observations and investigations to the class, who will not only learn from them, but will question, clarify, add to and generally work on them. The teacher, having helped at the early stages if things seemed likely to go astray, will also add ideas and information, including general summarizing ideas. But when pupils' work is to be assessed, class discussion cannot take place until the next lesson at the earliest, and things may fall flat. This cannot be allowed to happen too often. The teacher also has to delay helping a child who gets stuck or frustrated until help is essential, so some investigations are likely to go wrong, with the whole class suffering by their lack. If pupils were all reporting the language skills of their siblings of different ages, for instance, this would all have to be written up *before* group discussion clarified it.

This conflict between investigatory work as a teaching tool and the assessment of investigation coursework for examination purposes can be resolved, but it needs careful thought. Two points can perhaps be helpful.

1. Continuous assessment, if it is required, need not be of complete investigations, but of short accounts of the main points in class discussion.
2. To assess investigatory skills of fifth, year pupils we do not need a very large sample of work. We probably will not choose to assess fourth, year work, feeling that it is unfair to assess pupils before they have acquired the important attitudes, skills and ideas. This means that investigatory coursework for examinations, including child observation, need only be a small proportion of the investigatory work the child undertakes. If, for example, child observation and "working up" the observations get 30 per cent of final marks, then 30 per cent of the pupils' time should be taken up by the work submitted for the examination plus the far larger amount that is not submitted. This is very important to a teacher who wants to make constant use of investigatory work together with regular written work designed to improve writing skills gradually.

The very lengthy case study tasks and projects of some of the old CSE examinations meant that much of the pupils' observation work was partly wasted: the rest of the class was not discussing it and the teacher could not effectively guide or clarify it effectively, to give it maximum effect.

Irene Finch spent most of her life as a teacher, later turning to lecturing and curriculum development. She is currently analysing methods of teaching design and investigatory skills.

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Holding the baby

continued

suggest ways in which teachers can organize the syllabus content and investigational work to meet the GCSE National Criteria for home economics. The example proforma and worksheets have been used by other teachers in each of the four subject areas and have been adopted by the WJEC for GCSE home economics Stage 4 INSET. The ideas set out in this article represent one method of approaching this aspect of the examination coursework and are open to refinement. They are a starting point, forming a basis for discussion between teachers and pupil and teacher. For out of dialogue, ideas emerge which will result in better methods to help achieve the aims of ensuring all pupils develop a questioning attitude to matters relating to themselves, their families and the society in which they live and are able to use information to draw conclusions and make judgements when answering those questions.

Booklist

The Management of Learning by Ivor K Davies. McGraw-Hill Book Company (UK) Ltd 1971.

WJEC GCSE Home Economics Child Development Syllabus.

16+ GCSE National Criteria – Home Economics.

June Scarbrough is head of Home Economics, Maesydderwen County Comprehensive School, Swansea and also WJEC chief examiner, Child Development.

HE for pupils with moderate learning difficulties

I can do this

SUE ALLAWAY

In my school, home economics is taught to 12–16 year olds, all with "moderate" learning difficulties. It has two broad aims, which are linked with the aims of the "Leavers Programme" and the overall philosophy of the school. The primary aim is to provide individuals with skills, knowledge and habits to enable them to run a home efficiently while leading an independent, busy and useful life. The secondary aim is for pupils to have an informed awareness of:

a) the home, including standards of health, hygiene and safety, together with good habits in methodical work;
b) tools, equipment and materials commonly found in the home;
c) job or further education opportunities within home economics, taking into account the options available locally and the capabilities of the pupil.

Pete Maxey

From these aims skills-based objectives have been set out. In "ordinary" classes many of these skills would be taken for granted. It is the recognition and eventual provision of the resources which are designed to enable pupils to develop their skills in these areas that makes Special Education "special". The home-like enviroment of the home economics classroom produces less stress and anxiety during the learning situation. The pupils will be using equipment during their lessons that they may have used already or have seen being used at home. Their familiarity with these tools of learning aids the development of a more positive "I can do this" attitude. Certainly, everybody involved with the school, teachers, parents, classroom assistants, ancillary staff and visitors will always ask the pupils about their work in home economics – usually to praise the pupils progress. How many other subjects give the pupils such a wide range of spontaneous positive encouragement for the work they produce?

Home economics has an opportunity to make a significant contribution to education in the following areas:

Understanding

Home economics can impart the understanding of basic nutrition and the wise planning of meals, economy in the running of the home – economy of time, fuel, labour, materials and money. Pupils will have some background knowledge gained from the media, home and the local environment (incidental learning). Through oral work the pupils' understanding can be reinforced and any confusions cleared up. For pupils with a low self-image, to be told that their understanding of home economics is quite correct gives their ego a considerable boost; every child contributes something to home life, even if it is only eating the meals put in front of them!

Skills

With practice, manipulation and co-ordination can be improved by using tools from the home. Safety is always emphasized, and any difficulties in fine motor co-ordination may be overcome by using different household equipment, Pupils are expected to plan and organize work safely, logically, and efficiently; they must be able to judge when food is cooked. They must concentrate on the task at hand: for example, when frying, a chip pan must never be left unattended. Many tasks can be carried out using similar processes. If the pupils can appreciate generalizations it will facilitate further learning. A creamed cake mixture for example, can be used, or altered in a variety of ways to produce several different dishes, although the basic recipe is the same. Judging when food is cooked or making a consumer decisions requires skills of sifting the available information and acting on these conclusions (problem solving).

Social skills

Self discipline, tact and leadership are needed to work in groups and independently. Entertaining peers, staff, visitors or parents reinforces social skills as well as group membership and responsibility. Situations are provided where attitudes of kindness and good manners are used naturally, in contrast to role play.

Linguistic skills

Pupils should have a good working vocabulary which will enable them to follow written, verbal and diagrammatic instructions, and communicate information back. Home economics provides situations where pupils must follow instructions on packets, appliances or recipe books etc; what can be more relevant than this, especially when many commercial instructions are not good examples of communication?

Numeracy skills

The measuring of a variety of items: solids, liquids, powders, time, and money is a regular feature of this subject. Through the use of basic recipes and the serving of food into portions "proportions" are used by pupils in a practical situation. Senior pupils are expected to cost items made, and make consumer decisions about best buys.

Creative skills

Pupils' imaginations are called into play when problem solving, presenting food in an attractive way, considering texture, colour, flavour and shape, planning menus, assessing the design of household equipment or planning a home. In this subject creativity is used to enrich the quality of life for pupils in a realistic and down to earth manner.

Attitudes

Pupils can evaluate themselves and their work and hopefully see it not as a chore but as a pleasurable, worthwhile and even creative leisure pursuit.

Through the study of home economics pupils with moderate learning difficulties – and perhaps many others – have the unique opportunity to enjoy a rich skills-based education that will equip them as consumers, citizens, workers, parents, and mangers of their own homes.

Home economics has always responded to changes in society, thus maintaining its realism. Most parents and pupils recognise the value of training in home economics but it is sadly overlooked by many educationists.

Mrs Sue Allaway teaches Home Economics at Combe Pafford School, Watcombe, Torquay, Devon.

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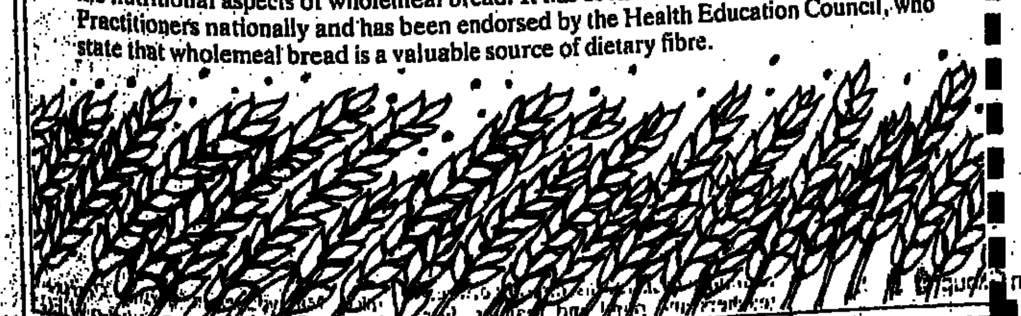

Expanding opportunities for home economists

Careers open to talent

C Branford White
C M Cross

For those readers who have been involved in the last eight months in launching new graduates and diplomates into the world of work, this article is designed to stimulate a questioning approach to the development of the subject and its practitioners. Home economics is now emerging as a discipline in its own right, with a professional association, a professional journal and a corporate identity. This has enabled the subject to adopt a clear definition and a professional hierarchy based on academic qualifications: that of craft level (City & Guilds courses), technician level (BTEC courses) and executive level (CNAA and university degree qualifications)[1].

Such a hierarchy does not deny the importance of other attributes such as experience, personality and career ambition, but it does serve to place home economists within the same frame of reference as other professionals. Nor does it deny the possibility of progression from one level of the hierarchy to the next, or access of mature or "non-traditional" students into the system provided they can demonstrate the necessary base of both experience and motivation.

Whatever course students are following, irrespective of validating body and specific course rationale, there must surely be one common aim; the provision of a course of study which will combine selected academic content with the practical process skills and procedural knowledge required to facilitate effective performance in a rapidly changing society. The ultimate yardstick by which to measure attainment of this aim is success in the job market. It is only now, in the late, Eighties, that it is possible to observe a pattern emerging, as home economists from each level establish themselves in careers and demonstrate the degree of career mobility and opportunity available to those willing to market themselves.

The areas of employment for home economists have not changed radically; it is their role and status within these areas which has altered. The traditional career base for the home economist was in the caring services and while the skills that accompany such roles are fundamental to the subject itself, many home economists now find themselves still fulfilling this role in a very competitive and commercialized market. Perhaps the broad career areas can be identified as part of a continuum which begins with home economists working in education.

1. Education – working in schools, further and higher education, as well as for companies engaged in consumer education and marketing.
2. Community Services – employed as co-ordinators and managers as well as in the traditional roles.
3. Consumer Advice – employed by statutory, voluntary and commercial organizations.
4. Fuel Industries – giving practical consumer advice, liaising with sales and marketing, educationists and community services.
5. Housing – degree qualifications may provide partial exemption from the entrance qualifications of the Institute of Housing. Home economists who have entered this career market have shown noteworthy success.
6. Domestic Appliance/Food/Textiles Industry – as part of research and development, quality assurance, marketing, consumer advisory and public relations teams.
7. Research and development – working alongside designers, technologists, engineers and marketing experts to ensure the end product really does meet consumer needs.
8. Retailing – increasingly opportunities are in trainee management posts, for commercial and personnel management of product selection.
9. Communications – advertising, public relations, journalism and the media still provide career opportunities for the doggedly persistent.

It must be stressed that graduates and diplomates entering these areas of work may not always be employed under the title of home economist and perhaps even to pursue this as a goal is somewhat futile. It is more important to broaden career opportunities and make employers aware that a home economics qualification is as good as, or even better than a qualification gained in any other discipline. Few other disciplines can boast as wide a range of truly transferable skills as those embodied in home economics. These skills are of fundametal importance when entering a diverse environment such as the workplace.

Where do we go from here? Should we leave it to the new breed of diplomates and graduates to jostle their own way in the market place and establish the career pathways for home economists in the future? Surely not. Home economists in education and in industry (commercial and non-profit making) have an obligation to ensure that educational provision meets industrial need. All very well, but the needs of society and industry change rapidly and educational change is constrained in part by validatory mechanisms and by the time lapse between educating students and establishing them in a career. The key to this is even closer collaboration between industry and education through:

1. The use of industrialists on course planning, monitoring and evaluation teams. Also involvement of industrialists on school and college governing bodies.
2. The use of industrialists as visiting lecturers on courses.
3. The use, not only of case study materials but actual problems from industry with students to provide a real application of problem analysis.
4. The use of placement schemes for both students and staff from education into industry.

The fourth concept was explored at a conference held at Bath College of Higher Education in May 1986 entitled "Home Economics in Industry Year". the conference was designed to bring industrialists and educationists into closer contact, developing a closer understanding of each other's needs. It was apparent that although the will to co-operate was unquestionable, much work is still required if both parties are to gain maximum benefit. A clear area of concern was that of placement schemes which provide an obvious and ideal opportunity for liaison. A need was identified to analyse and evaluate such schemes to capitalize on the benefits available. The authors are currently working on research to evaluate "Experiential and Vocational Educational in Home Economics Degree and Diploma Courses", using a CNAA Development full grant.

In the past we have been slow to market our subject effectively and perhaps we need to reflect a little more on how to market the profession to ensure it can meet the career challenges of the 1990s. Students entering FE and HE having studied GCSE, TVEI and CPVE will already be very aware of the diverse career potential of the subject. Small business enterprises are no longer foreign to the classroom and this is just one area where the skills of the home economist can find a pracitcal application. Matching provision with need is a phrase that has already been used in this article; a current area of need in terms of job creation in this country is tourism, particularly in rural regions, many of which have been hard hit by unemployment. Small scale tourism operations based on traditional cottage style industries can apply the home economist's skills and knowledge to the creation and development of small businesses based on food, design, housing, and textiles. MSC and other job creation and training agencies are already exploring such areas, it is up to industrialists and educators alike to collaborate to make maximum use of each expertise in such ventures.

This is just one example from the many available non-traditional outlets for the home economist of today and the future. Co-operation and collaboration can not only serve to increase awareness of the subject itself, but also to build upon its academic credibility, which is now firmly established.

References
[1] *A Career in Home Economics, Institute of Home Economics, 1986.*

Dr C J Branford White, is head of faculty of Home Economics, Science and Humanities, Bath College of Further Education; C M Cross is BSc Course Director, Bath College of Higher Education. This article was written with the co-operation of: D K Brow, Research Manager, Consumers Association and W Matthews, President of the UK Home Economics Federation.

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Daily dose

Food Tables. By A E Bender and D A Bender
Oxford University Press £2.95. 0 19 832724 2.

This 48-page book provides a guide to fresh and manufactured foods. A computer programme permitting calculations of the nutrient meals of the foods listed and comparison of diets with recommended daily amounts is available, on disc only for the BBC microcomputer, from Dr D A Bender. The authors explain how the tables are compiled, and point out that the figures shown provide only a rough guide, since the food under investigation cannot be the same sample as that analysed originally and must therefore be taken as only approximate rather than precise values.

The relatively new logical system of units, the *systeme international d'unites* (SI units) which has been adopted by most scientific journals is explained in detail. There are brief but adequate notes on the various nutrients and on methods of calculation. The tables themselves are comprehensive and include a section on eating out, prepared dishes in the popular high street restaurants and take-aways. Specimen calculations of a day's intake are included, it is a pity that the kcals is not used alongside the kj measurement as in the tables of individual foods. A selection of sample questions is also included.

Molly Butler

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Additives: fact and fiction

Aunt Tartrazine

GEOFFREY THOMPSON

Recently somebody remarked to me that butchers inject meat with red dye to make it look fresher and more appealing. Five years ago the comment would not have been made, but then five years ago the public imagination had not been seized by the anti-additive bug.

The degree of interest and concern that is now expressed about what goes into our food seemed to catch the retailers on the hop a couple of years ago, but now they too have leapt on to a profitable bandwagon so that "no additives" has become a selling point and, in some inglorious instances, an opportunity to raise prices.

Unfortunately the level of public interest does not seem to be matched by an equal level of public knowledge, as the opening illustration shows. Additives are now assumed to be present where they are not nor ever have been. Side-effects are feared where risks are miniscule or unproven and where, in any case, there is an overwhelming health advantage. In the maelstrom of rumour, propaganda and suspicion, the teacher of home economics should be and is playing a role in restoring order. In future the properly educated consumer will know that the "red dye" in his meat is blood; blood prevented from oxidizing by controlled atmosphere packaging – nothing to do with additives at all.

Why all the fuss? The most obvious answer is to be found in the resurgence of the "natural" and growing mistrust of science and technology. People who will trust science to cure their diseases do not necessarily wish to see it involved in their food supply. The simple equation that "natural" is good and "unnatural" is bad is as misleading as most simple equations are. Vague terms and notions will not help us. It is wiser to examine why additives are in our food in the first place. Their prime functions are either protective or cosmetic.[1] They are not there for the manufacturers' amusement; they fulfil a purpose.

The cosmetic additives are, at first sight, more easily dismissed. If they are present merely to make processed foods look pretty can they not be done away with? In some instances, yes they can. It is pleasing to see that some manufacturers now realize that food does not have to be bright pink before we believe it to be a strawberry product. If an additive fulfils no useful function it might as well be left out.

But cosmetic additives also include emulsifiers and stabilizers in their number. Without these, many of our favourite foods and most popular low fat spreads could not be manufactured. Convenience foods are often pilloried, but consumers should think twice before they banish all the packets, tins and instant preparations from their larders. Without many cosmetic thickeners, flavours, acidity regulators and emulsifiers they might find their diets severely restricted or their time spent in the kitchen markedly increased.

The protective additives have also been in retreat. These additives prevent bread from going mouldy, fats from oxidizing (going rancid) and natural toxins building up in foods stored for any length of time. These additives, in short, allow us to store food for longer than would otherwise be possible. This should be pointed out by all educators and, pre-eminently, in food and nutrition classes for home economics.

It now seems more and more evident that the "E" numbering scheme has been a mixed blessing. The lists intended to inform the consumer succinctly of what any particular foodstuff contains has primarily raised levels of suspicion and fostered a fear of additives regardless of their function, reputation or nature. A shopper is now just as likely to replace an item on a supermarket shelf with a shudder saying, "full of E's" as "full of additives". The "E's" rejected might include E322 lecithin, found in egg yolk and acting as an emulsifier; E330 citric acid; E's 400 – 416 seaweed extracts and bean gums. E's 627 – 635 might have been added to a product to reduce the amount of monosodium glutamate required.

The situation is not clear cut. The only way in which added ingredients can be removed from our diet is to eat only fresh meat, fish, fruit and vegetables with all the resulting problems of handling, distribution, storage and cost. Matters of "organic" purity and crop yield is another issue. There are no proven deaths as a result of food additives; in 1985 36 people died from food poisoning.

What of the current Aunt Sally in the additives list; E102 tartrazine? This is one of those unnecessary colours that is less and less seen. Links with cancer and hyperactivity (true hyperactivity, not just energetic naughtiness) are tentative but worth noting. However, a great deal of tartrazine would have to be consumed before any ill-effects were noticed.

Recent studies in New York schools[2] have linked additive and sucrose intake with low academic performance. The findings certainly strike chords with popular belief that these things are actively harmful (sugar, by the way is not classified as an additive but as a food in its own right). It has, however, been suggested that the removal of these components from the diet improved academic performance by removing a tendency to malnutrition. It was not the *presence* of sucrose and additives that retarded the children but the *absence* of anything else. The children had consumed high volumes of sugary, highly processed foods packed full of "empty calories". When these foods were removed the children were obliged to eat foods with a higher ratio of nutrients to calories.

Where does all this lead us? What should be the watchword for teachers of home economics? Balance. Boring, non-best-selling, unsensational, non-headline-grabbing balance. Our modern style of urban living which does not oblige women to work in the kitchen all day preparing food, obliges us to use wholesome, packaged, preserved and processed foods in addition to the raw foods that we continue to use. Our food manufacturers are hedged about by regulations, tests and legislation and our retailers know the value of selling decent foodstuffs. Sound nutrition education, common sense and the ultimate back-up of government agencies should ensure that food additives remain in use but cease to be an issue.

REFERENCES
1. The Additives Jungle, Dr Nick Johns, *Modus* Vol. 3 No. 8 pp 275–279
2. The Impact of a Low Food Additive and Sucrose Diet on Academic Performance in 803 New York City Public Schools, S J Schoenthaler, W E Doraz, J A Wakefield. *International Journal of Biosocial Research* Vol. 8 No. 2 pp 138–148.

Geoffrey Thompson is editor of Modus, the journal of The National Association of Teachers of Home Economics.

Electricity in Schools and Colleges

The South of Scotland Electricity Board offer an Educational Information and Advisory Service. Its aim is to improve the knowledge of young people in basic electrical principles, the practical application of these principles and to provide background information on the use of electricity in commerce, industry and the home. A range of Educational Aids covering applications in Science, Home Economics and Catering is available to Schools and Colleges in the South of Scotland Electricity Board's area only.

For further information contact
THE SENIOR SCHOOLS AND CATERING ADVISER
SOUTH OF SCOTLAND ELECTRICITY BOARD
CATHCART HOUSE
SPEAN STREET
GLASGOW G44 4BE

SSEB Electricity

Why not enrol for the Bachelor of Arts in Home Economics?

. . . "to understand a well defined body of knowledge with associated scientific principles, to develop skills and methods of analysis necessary for the management of limited resources".

Subjects studied include: Social Studies, Food Studies, Resource Management, Textile Studies and Inter Disciplinary Studies (including Statistics, Computing and Communications).

Careers opportunities exist in Industry, Education and the Social Services.

Further particulars and application forms may be obtained from the Assistant Secretary (Administration and Academic Services) at the College.
(0774)

THE QUEEN'S COLLEGE GLASGOW
1 Park Drive, Glasgow. G3 6LP.
Tel: 041-334 8141.
A Scottish Central Institution.

Middle class cooking

GCSE Home Economics : Food for Health. By Dodie Roe
Longman £5.95. 0 582 22479 9

The chapters in this book do not in fact relate to GCSE course contents, and are more appropriate for old-fashioned O-level syllabuses, eg starters, accompaniments, puddings, drinks, pastries, yeast mixtures, scones, cakes and biscuits, and enter- [illegible]

The information introducing each chapter has been provided by many other books over the years. The few questions which follow are of questionable value and sometimes more suitable for 11 to 14-year-olds. The majority of each chapter consists of a variety of "healthy" recipes – predominantly white and middle class – where flour is wholemeal, milk is skimmed, cheese is low-fat, and margarine is polyunsaturated. Some recipes are new and unusual, but flaky pastry, three-fruit marmalade and percolated coffee still have their place. The use of a food processor or microwave oven is rarely suggested.

Out of date terms such as convenience foods, invalid cooking, rechauffé cooking and high tea are explained. However, current issues such as food allergies, dietary goals and recipe adaptation are also mentioned.

The book includes eight pages of colour photographs which show some of the recipes. Unfortunately, the reproduction is rather poor, and consequently not very inspiring.

Muriel Bishop

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY
School of Home Economics, Park Campus, 73 The Park,
Cheltenham, Glos. GL50 2RR. Tel (0242) 532125

Head of Economics: Mrs. P.E. Taylour
CGLI Certificate in Family & Community Care: 2 Years full-time
CGLI Cookery Certificate: full or part-time
CGLI Cooks Professional: full or part-time
B.TEC Diploma in Home Economics: 4 O Levels inc. English Language. 2 years, full-time.
(1033)

SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

PRIMARY SCHOOL VACANCIES

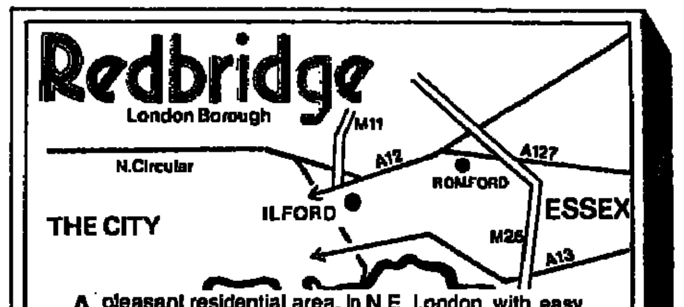
ST. JOHN FISHER R.C. PRIMARY SCHOOL, Denton.
Scale 1 – Nursery Teacher – Half-Time
BUCKTON VALE C.P. SCHOOL, Stalybridge.
Scale 2 – Teacher required for an area of curriculum leadership in the upper school. Candidates are asked to outline their areas of interest. The School is particularly interested in experienced and enthusiastic teachers with expertise in Maths/Science or the Expressive Arts.
Application forms for the above posts obtainable from Director of Education, Teachers' Staffing Section, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Completed forms to be returned by 4th March, 1987.

OTHER VACANCY
CO-ORDINATOR FOR MOTHER TONGUE TEACHING.
Scale 3 – (readvertisement)

Applications are invited from qualified and experienced teachers fluent in one or more South Asian Languages for this newly created post within the Multicultural Education Support Team. The postholder will lead the Authority's initiative for teaching community languages within secondary schools and will provide advice and support to community-based mother tongue schools.
Application forms and a job description are available from the Director of Education, (Teachers' Staffing), Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL.
(Telephone 061-344 3238). Previous applicants need not re-apply. Closing date: Friday, 20th March, 1987.

AN EQUAL OPPORTUNITY EMPLOYER

Redbridge
London Borough



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Scale 1
Primary Teachers
required for September 1987

Applications are invited from enthusiastic teachers, newly-qualified or experienced, who are seeking the opportunity to work for a lively and caring authority, and to play an active part in the service it provides.

The London Borough of Redbridge is situated to the north east of Central London. It is conveniently located for the City and West End of London and is within accessible distance of the Essex countryside and coast. The schools are well maintained and well equipped. There is a flourishing Teachers' Centre and the Authority pays special attention to the in-service training of Teachers.

Application forms obtainable from and returnable (as soon as possible) to the Director of Educational Services, 255/259 High Road, Ilford, Essex IG1 1NN (Tel. No: 01-478 3020 Extension 3135). (13188)

Metropolitan Borough of
WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

WIRRAL EDUCATION AUTHORITY
FIRST TEACHING POSTS IN PRIMARY SCHOOLS

The Authority invites applications from students and teachers seeking First Appointments in SEPTEMBER 1987, to permanent full time posts. The Authority is particularly keen to appoint teachers with a qualification in teaching infants.

Application forms available from the Education Office, (S.A.E. please), and completed forms should be returned to the Director of Education, Education Offices, Cleveland Street, Birkenhead L41 6NH.

Closing date: Thursday 12th March, 1987. (13164)

ALL APPLICANTS WILL BE CONSIDERED ON THE BASIS OF SUITABILITY FOR THE POST REGARDLESS OF SEX, CREED, RACE OR DISABILITY

PRIMARY DEPUTY HEADSHIPS
continued

ESSEX
MOULSHAM CO. JUNIOR SCHOOL
Princes Road, Chelmsford CM2 9DG
Tel: Chelmsford 352098
(Roll 431)
DEPUTY HEADTEACHER, Group 6
(Re-Advertisement)
Required September, 1987, enthusiastic, experienced Teacher to take leading role in curriculum development and assume area of responsibility. Please state particular strengths and interests. Visits to school welcome. Closing date: 6th March, 1987. Previous applicants will automatically be re-considered.
Application forms and further details available from Mid Essex Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford CM1 1JW (foolscap s.a.e. please). (48691) 110012

HERTFORDSHIRE
MILL MEAD PRIMARY SCHOOL
Port Vale, Hertford SG14 3AA
Tel: Hertford 582776
Head: Mr. J.E. Stephens
A suitably qualified and experienced teacher is required for the post of DEPUTY HEAD, Group 2, for September, 1987, in this expanding school. Applicants should be keen to seek opportunities in leadership and school management whilst playing a major role in curriculum development. The County Council operates a generous recruitment incentive scheme.
Application forms and further details are available from Divisional Education Office, Scott House, Hagsdell Road, Hertford SG13 8BQ. (49468) 110012

HERTFORDSHIRE
THORN GROVE PRIMARY SCHOOL
Thorn Grove, Bishop's Stortford CM23 5LD
Required for September DEPUTY HEAD for this lively one-form entry primary Group 4 school. Applicants should be experienced, dedicated and industrious teachers who will make positive contributions to curriculum development and play a full and active role in school life. The County Council operates a generous recruitment incentive scheme.
Application forms and further details from the Divisional Education Office, Scott House, Hagsdell Road, Hertford SG13 8BQ. (49467) 110012

HERTFORDSHIRE
PRIORS WOOD JMI SCHOOL
Cozens Road, Ware SG12 7HZ
Required for September 1987, DEPUTY HEAD for this Group 4 school. The County Council operates a generous recruitment incentive scheme.
Application forms and further details from the Divisional Education Office, Scott House, Hagsdell Road, Hertford SG13 8BQ. Tel: Hertford 555853. (49454) 110012

KIRKLEES
METROPOLITAN COUNCIL
ST. JOSEPH'S R.C. (A) J. I. & N. SCHOOL
Grosvenor Road, Dalton, Huddersfield HD5 9HU
RE-ADVERTISEMENT
Required as soon as possible, an experienced and enthusiastic practising Roman Catholic Deputy Headteacher (Group 5).
Application forms and further details can be obtained from the Headteacher (s.a.f.e.). Previous applicants will be considered.
Closing date: 27th February. (49864) 110012

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HOLY CROSS R.C. (AIDED) PRIMARY SCHOOL
Stonesby Avenue, Leicester LE2 6TY

N.O.R.: 240

SCALE: 4

DEPUTY HEADTEACHER

Required September, 1987 a suitably qualified Deputy Headteacher. The School is situated on the outskirts of the City with approx. 240 pupils aged 3-11. Applicants must be committed and practicing Catholics.

Please contact the Headteacher for further details and application forms. S.A.E. Completed application forms should be returned by 9th March, 1987. (49490) 110012

SOMERSET
COUNTY COUNCIL

CANNINGTON CE VC PRIMARY SCHOOL
Nr Bridgewater

(NOR 150)

For September 1987, DEPUTY HEADTEACHER, for this group 4 school. To lead infant department and to teach infants.

Application form and further details from the Head at the school (SAE please).

Closing date 9th March 1987.

AN EQUAL OPPORTUNITIES EMPLOYER. (48849) 110012

WILTSHIRE

Please see [illegible] advertisement [illegible] 46. (12973) [illegible]

SHROPSHIRE

ALBRIGHTON ST MARY'S CE PRIMARY SCHOOL
Shaw Lane, Albrighton, Wolverhampton WV7 3QB

Tel: Albrighton 2885

Required for September 1987, Permanent, full-time Deputy Head Gp 4 Teacher who must be or have experience as Infant teacher and be willing to take curricular lead. Please state curricular strengths. Musical ability an advantage.

Application forms and details from the Head (SAE required). (44241) 110012

Scale 2 Posts and above

BROMLEY
RAGLAN INFANT SCHOOL
Raglan Road, Bromley, Kent BR2 9NL
Tel: 01-460 6558
For April 1987, if possible, an experienced teacher (Scale 2) to take responsibility for the leadership of a curriculum team to include Computers across the curriculum and one other area (please state interests and experience).
The School is actively engaged in curriculum development and also hosts the Borough's Speech and Language Disorder Unit, the children from which are also catered for within the mainstream curriculum.
Application forms and further details available from/returnable to the Headmaster (large SAE) by 9th March, 1987. (48873) 110020

DORSET
ST MARY'S CE (CONTROLLED) PRIMARY SCHOOL
King Street, Bridport
TEACHER (Scale 3)
Required from September 1987.
Further details and application form, returnable by 6 March, from the Headmaster (foolscap sae). (44220) 110020

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

NORTHFIELD ROAD PRIMARY SCHOOL
Northfield Road, Netherton, Dudley, West Midlands DY2 9ER

Required for Summer Term or as soon as possible thereafter, experienced and enthusiastic TEACHER (Scale 2) to act as Year Co-ordinator and take responsibility for P.E./Games/Outdoor Pursuits.

Details/Application forms from and returnable to Headteacher, Mr G. Mondon, by 6th March.

FOXYARDS PRIMARY SCHOOL
Foxyards Road, Tipton, West Midlands

Required Easter 1987 or as soon as possible thereafter experienced TEACHER (Scale 2) to be responsible for Games and Science/Technology throughout school. Teaching commitment will be with mixed age class of 8-10 year olds.

Details/Application forms from and returnable to Headteacher, Mr D. Cox, by 16th March. (48790) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
ALMA PRIMARY SCHOOL
Alma Road, Enfield EN3 4UQ
Roll 346
Required April 1987, or as soon as possible thereafter, teacher for Curriculum Leadership post (Scale 2) for PHYSICAL EDUCATION. Applications are invited from experienced and enthusiastic teachers to co-ordinate and support teachers in the development of the physical education programme throughout the school.
Visits prior to submitting application would be welcome. Tel: 01-804 3302.
London Allowance, £726.
Application forms (large SAE) obtainable from, and to be returned to, the Headteacher by 13th March 1987.
An equal opportunity employer. (48877) 110020

ESSEX
WINTER GARDENS INFANTS SCHOOL
Hilton Road, Canvey Island
Tel: Canvey Island 699306
(Roll 196)
TEACHER, Scale 2
Imaginative and caring teacher required from Easter. Applicants should state strengths and interests.
Applications and enquiries to Heateacher, Mrs. D. Zafar (foolscap s.a.s. please). (48690) 110020

HAVERING
LONDON BOROUGH OF HAVERING
PINEWOOD JUNIOR SCHOOL
Thistledene Avenue, Collier Row, Romford RM5 2TX
Tel: Romford 61447
Headteacher: R. Aispinall, B.A.
Required for September, 1987 (or April 1987): Scale 2 teacher, a good junior class teacher is required for a position of curricular responsibility and leadership in the school. Interest and expertise in P.E. or Music or Environmental Studies/Science would be an advantage. Previous applicants will be reconsidered.
Application forms are available (sae please) from the Director of Educational Services (ref: Staffing/DHT), Mercury House, Mercury [illegible] Romford RM1 3DR, [illegible] March. [illegible] 110020

HERTFORDSHIRE
ST JOHN SOUTHWORTH RC JMI SCHOOL
Bedwell Crescent, Stevenage, Herts. SG1 1NJ
Required for September 1987 an experienced and committed Catholic Teacher to take in the first instance a Class of 1st and 2nd year juniors. A Scale post is available for applicants able to co-ordinate LANGUAGE DEVELOPMENT in both Infant and Junior Departments. Musical ability will also be an advantage.
Applications in writing, giving the names, status, addresses and telephone numbers of two referees and enclosing a full curriculum vitae by Friday 6th March 1987 to the Headmistress Sister Mary Catherine. (48862) 110020

HERTFORDSHIRE
NORTH HERTS MUSIC SCHOOL
Highbury House, Highbury Road, Hitchin, Herts. SG4 9RU
PRIMARY MUSIC SPECIALIST (Scale 2)
From April 1987 - or as soon as possible thereafter.
There is a vacancy for an experienced and enthusiastic teacher who will be required to provide classroom based music in service training in the Division's pre-secondary schools.
Music is a high priority area and well established and developed in the Division. There is a large team of supporting peripatetic music staff.
It is essential that applicants hold a current driving licence.
Due to the peripatetic nature of the work there is a possibility of a job share, so that applicants who may be only to offer part-time should not be discouraged from applying.
Applications in writing as soon as possible with the names and addresses of two referees to the Advisory Teacher for Music, North Herts Music School. (49456) 110020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
LINK PRIMARY SCHOOL
Frinton Road, London SW17 9EH
Tel: 01-769 4587
Head Teacher: D.G. Marris
Age range: 5-7 years
No. on roll: 289
Required for September, 1987 an experienced and enthusiastic Scale 2 Teacher with responsibility for P.E., Movement and Drama in this S.P.A. School.
Closing date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (48889) 110020

REDBRIDGE
GEARIES INFANTS' SCHOOL
Gaysham Avenue, Ilford, Essex IG2 6TD

Tel: 01-550 1803

Head: Miss A.V. Williams

Required for April 1987: Scale 2 teacher with responsibility for Music or Science. An experienced, enthusiastic teacher is sought, with the ability to lead in one of those areas.

GORDON INFANTS' SCHOOL
Golfe Road, Ilford, Essex IG1 1SU

Tel: 01-478 2977

Head: Miss J. Tilley

Required for April 1987: Scale 2 teacher with responsibility for Curriculum Development. An enthusiastic teacher with a thinking and flexible approach towards education is required for this semi-open plan vertically grouped infants' school. All curriculum strengths will be considered.

Application forms and further details of the above posts are available from the Head of the school concerned.

Closing date: 6 March. (44030) 110020

SURREY
EDUCATION COMMITTEE
CLAYGATE COUNTY FIRST AND MIDDLE SCHOOL
Foley Road, Claygate, Surrey
Scale 2 teacher required from September 1987 to take a Middle school class but with responsibility for Language Development throughout the School. The ability to teach French would be an advantage.
Application forms from: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 52811. (48978) 110020

WEST SUSSEX
TEACHER - SCALE 2
SHELLEY C.P.
Broadbridge Heath
Required September, 1987 a Scale 2 Teacher of Junior children to take responsibility for the coordination of Mathematics teaching throughout the school. Please state other curriculum strengths.
Apply Headteacher, Shelley C.P. School, Broadbridge Heath, Horsham, West Sussex RH12 [illegible] s.a.e. please. ([illegible]) 110020

Scale 1 Posts

BROMLEY
STEWART FLEMING PRIMARY SCHOOL
Witham Road, Anerley, London SE20 7YB
Tel: 01-778 5510
For April, 1987, a class teacher for younger Juniors. You should be willing to be fully involved in school activities, including curriculum development. A particular interest in Mathematics would be helpful. Visits welcomed.
Application forms and further details available from/returnable to the Headteacher (large SAE) by 9th March, 1987. (48977) 110022

BROMLEY
HIGHFIELD INFANT SCHOOL
Highfield Drive, Bromley, Kent BR2 0RX
Tel: 01-464 7804
SCALE 1
For one term only, a Scale 1 teacher to take charge of a reception class of Infants who will be admitted in April this year. Visits from candidates are welcomed.
Application forms from and returnable to the Headteacher (large SAE) by 9th March, 1987. (48872) 110022

BROMLEY
ST. VINCENT'S R.C. PRIMARY SCHOOL (AIDED)
Harting Road, Mottingham, London SE9 4JR
Tel: 01-857 5134
For April 1987, teacher for Lower Juniors Scale 1. Applicants should be practising Roman Catholics.
Application forms and further details available from/returnable to the Headmaster (large SAE) by 9th March, 1987. (48874) 110022

BROMLEY
MARIAN VIAN PRIMARY SCHOOL
Shirley Crescent, Elmers End, Beckenham, Kent BR3 4AE
Tel: 01-658 6524
SCALE 1
For April, 1987, a full time teacher for one term only, to take a reception infant class.
Application forms and further details available from/returnable to the Headteacher (large SAE) to whom completed forms should be returned by 9th March, 1987. (48976) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
FIRST TEACHING PRIMARY POSTS
Applications are invited from students and teachers seeking first appointments in 1987, to join a pool of teachers for appointment to permanent full-time posts in Milton Keynes Primary Schools in September 1987, Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Education Officer, J.A. Ginnever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 2SE, on receipt of a foolscap stamped addressed envelope. (48929) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
NEW BRADWELL COUNTY COMBINED SCHOOL
(With Nursery Class)
Bounty Street, New Bradwell, Milton Keynes MK13 0BQ
(Headteacher: J.C. White, B.Ed.
Required from September 1987 two scale one teachers to take responsibility for either first or middle school classes.
Applications from new teachers particularly welcomed.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, on receipt of a foolscap stamped addressed envelope. (48919) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
Education Department
Council Offices
King George V Road, Amersham, Bucks. HP6 5BY
Applications are invited from first and middle teachers who will be seeking their first appointment in September 1987. Candidates with ability to offer Science, Music, Maths or CDT would be an advantage. SC1 appointments will be made by a pool by the end of the term.
Application form available from the above address or from Amersham 29000, Ext. [illegible] (49495) 110022

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

BEULAH INFANTS SCHOOL
Furze Road, Thornton Heath, Surrey

Tel: 01-653 4916

An experienced, enthusiastic and creative teacher is required to be part of a team working with reception classes.

For further information and application forms please contact the Head Teacher.

Salary: Scale [illegible]

Tenable: [illegible] (44216)

PRIMARY EDUCATION
continued

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARISH CHURCH INFANT SCHOOL
Warrington Road, Croydon CR0 4BH

Tel: 01-688 5844

Required for 1 term from Easter 1987 a Supply teacher to join this friendly infant school. The successful applicant will be expected to work closely with other colleagues on the staff and to become fully involved in the life of the school. This will be for a middle year class. Visits to the school are welcome and applicants should contact the Head Teacher as soon as possible.

For application forms and further details please contact the Head Teacher.

Salary: Scale 1.

Tenable: Easter 1987. (44218) 110022

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

MARGARET ROPER PRIMARY SCHOOL
Russell Hill, Purley, Surrey

Tel: 01-660 0115

An enthusiastic teacher is required for an upper junior class. Applicants should hold the Catholic Teachers Certificate.

An interest in Boys Games would be an advantage.

Please apply to the Acting Head Teacher for further information and application forms.

Closing date is March 6th, 1987.

Tenable: 1st September 1987.

Salary: Scale 1. (44217) 110022

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 51. (48948) 110022

EAST SUSSEX
PERMANENT UNATTACHED TEACHERS
SCALE 1
Required from September to join a pool of unattached teachers to work in PRIMARY schools in the Brighton area.
An ideal opportunity for experienced teachers either to return to permanent employment, or for serving teachings to have the opportunity to gain experience in a wide range of primary schools.
It will be necessary for those appointed to be car owners and to hold a current driving licence.
A generous scheme of relocation grants is available in approved cases.
Application forms obtainable from and returnable to The County Education Officer, County Hall, St Anne's Crescent, Lewes, East Sussex. Ref. PT/BLC.
Closing date: March 13. (48351) 110022

EAST SUSSEX
RODMELL CHURCH OF ENGLAND PRIMARY SCHOOL
Rodmell, Lewes BN7 3HF
Roll: 43
From September 1987: experienced primary teacher (full-time) (Scale 1). Enthusiastic, experienced teacher for primary range. Interest in science, music, computer studies and junior girls' games desirable. Committed Christian.
Relocation grants in approved cases.
Application forms (sae please) from the Headmaster to be returned by March 13. (48382) 110022

ESSEX
THE BISHOP WILSON C OF E AIDED SCHOOL
Beardsley Drive, North Springfield, Chelmsford CM1 5SQ
Tel: Chelmsford 460107
(Roll 111)
PRIMARY TEACHER, Scale 1
Required September, teacher for new school planned to become shared C of E/RC. Communicant member of either Church preferred. Interest in Art/Craft and Games an advantage. Closing date: 13th March, 1987.
Apply direct to the Headteacher (foolscap s.a.e. please). (48688) 110022

HERTFORDSHIRE
OUR LADY'S (RC) JMI SCHOOL
Woodhall Lane, Welwyn Garden City
Tel: [illegible]
Required as soon as possible, a full-time teacher, Scale 1, for a middle infant class, to work as member of a team to further language development. A temporary appointment would also be considered. Applicants should be practising Catholics.
Application forms available from the Chairman of Governors, c/o the School. ([illegible]) 110022

GLOUCESTER

FIRST TEACHING APPOINTMENTS - EARLY YEARS

Scale 1

Required Autumn 1987.

The County Council expects to have a number of vacancies in infant and primary schools suitable for newly qualified teachers. Applications are invited particularly from students undertaking specialised courses in Nursery/Infant Education who will complete their training in 1987.

Application forms available on receipt of a S.A.E. from Chief Education Officer, Education Department (TG1), Shire Hall, Gloucester.

Gloucestershire County Council is an equal opportunities employer and positively welcomes applications from all sections of the Community. (48638) 110022

HAVERING
LONDON BOROUGH OF HAVERING
See our ad. for Supply Teachers under Secondary, other than by subject, Scale 1. (48894) 110022

HERTFORDSHIRE
SAFFRON GREEN FIRST SCHOOL
Nicoll Way, Borehamwood, Herts. WD6 2PP
Required from the Summer Term, a Scale 1 teacher for a class of top infants in this 5-9 years First School. Applicants should state their curricular strengths and extra-curricular interests.
Application forms available from the Head at the school (sae please). (48829) 110022

HERTFORDSHIRE
SUMMERSWOOD FIRST SCHOOL
Furzehill Road, Borehamwood, Herts. WD6 2DW
Require for the beginning of the Summer Term 1987 an experienced Scale 1 teacher to develop one particular area of interest and to take a full and active part in all aspects of school life.
Curriculum interests in Maths, Art and Craft, Computing, R.E. and Games particularly welcome.
Application forms available from the Head at the school. S.A.E. please. (48830) 110022

HERTFORDSHIRE
WILLIAM RANSOM JMI SCHOOL
Stuart Drive, Hitchin, Herts. SG4 9QB
Tel: Hitchin 53818
Head: Mr P. Mulot
Initially required for Summer Term 1987, a highly motivated and sensitive teacher for reception and middle infants. A willingness and an ability to take a full and active part in all aspects of school life is essential.
Applicants are urged to visit the school.
Please apply by letter to the Headmaster, enclosing curriculum vitae, names and addresses of two referees (with day-time telephone numbers) and a stamped addressed envelope. (49457) 110022

HOUNSLOW
ST MARY'S RC PRIMARY SCHOOL
South Street, Isleworth, Middlesex TW7 6DL
Tel: 01-560 7166
Headteacher: Mr W.J. Ashley, B.Ed. (Hons)
Required for September 1987: An enthusiastic Infant trained teacher for a class of first infants initially.
The successful candidate in addition to normal class duties will be expected to take responsibility for the development of a particular aspect of the curriculum and candidates should therefore state their curriculum strength(s). A Scale 2 post is possible for suitably qualified and experienced candidate, although applications from those seeking their first appointment would be welcome. Applicants must be practising Roman Catholics and are welcome to visit the school by appointment with the Headteacher.
Application forms are available from the Headteacher at the school, to whom they should be returned by Friday, 6 March. Please enclose s.a.e. (foolscap).
London Allowance: £795 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (48159) 110022

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HOLY CROSS R.C. (AIDED) PRIMARY SCHOOL
Stonesby Avenue, Leicester LE2 6TY

N.O.R.: 243

SCALE: 1

Required September, 1987 keen, enthusiastic teacher for Infants. Roman Catholic Preferred.

Please contact the Headteacher for further details and application forms, S.A.E. (49492) 110022

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

ST. JOSEPH'S R.C. (AIDED) PRIMARY SCHOOL
Armadale Drive, Leicester LE5 1HF

N.O.R.: 325

SCALE: 1

Required September, 1987, a teacher of top Infants. Practising Catholic essential.

Please contact the Headteacher for further details and application forms, S.A.E. (49489) 110022

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

ST. THOMAS MORE R.C. (AIDED) PRIMARY SCHOOL
Newstead Road, Leicester LE2 3TA

N.O.R. 246

SCALE: 1

Required for September, 1987 an enthusiastic class teacher to take charge of Top Infant Class.

Please contact the Headteacher for further details and application forms, S.A.E. (49488) 110022

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
Junior Department 245 girls 5 - 11
A well-qualified Junior School teacher required for a class of 7 - 8 year olds for the Summer Term 1987.
See 'Preparatory Schools other than by subjects'. (48680) 110022

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE

SUPPLY TEACHERS FOR INFANT/EARLY YEARS
Scale 1

Required immediately to cover preferably long term periods and short term absences also.

Application forms/further details (large sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP.

An Equal Opportunities Employer.

Assistance with Local Authority housing available. (48671) 110022

REDBRIDGE

GORDON INFANTS' SCHOOL
Golfe Road, Ilford, Essex IG1 1SU

Tel: 01-478 2977

Head: Miss J. Tilley

Required for April 1987: Scale 1 Nursery teacher. An enthusiastic teacher is sought for this two class nursery unit. It is essential that applicants feel confident in their ability to work as a member of a team.

The post is on Scale 1 with Outer London Allowance.

Application forms and further details are available from the Headteacher at the school.

Closing date: 6 March. (44029) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

ORLEANS INFANTS SCHOOL
Hartington Road, Twickenham TW1 3EN

Tel: 01-892 1654

SCALE 1 TEACHER Plus £726 Outer London Allowance

Required from the summer term 1987, a lively and enthusiastic teacher for Middle Infants. An interest in infants' computer use very welcome but please state other curricular interests.
Visits to the school are welcome by appointment with the Headteacher.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday March 6th, 1987. (44033) 110022

SALFORD
EDUCATION DEPARTMENT
BIRCHWOOD COUNTY PRIMARY SCHOOL
Ash Drive, Wardley
ASSISTANT TEACHER SCALE 1
Required for April 1987 or as soon as possible thereafter.
Applications are invited from suitably qualified and experienced teachers.
Please send s.a.e. for application form to the Chief Education Officer, Education Office, Chapel Street, Salford [illegible] to whom completed forms should be returned by 6 March 1987. (48175) 110022

SOMERSET
COUNTY COUNCIL

FRIARN COUNTY PRIMARY SCHOOL
Bridgewater

(NOR 310)

For September 1987 a TEACHER SCALE 1 for a vertically grouped infant class. Some musical ability would be desirable though not absolutely necessary. A teacher entering their probationary year would be welcome to apply.

Application form and further details returnable as soon as possible from the Head at the school. (SAE please).

AN EQUAL OPPORTUNITIES EMPLOYER. (48844) 110022

SUTTON
LONDON BOROUGH OF SUTTON
CAMDEN JUNIOR SCHOOL
Camden Road, Carshalton SM5 3NS
Tel: 01-647 7324
PART-TIME TEACHER - SCALE 1 22½/25ths
An experienced teacher is required from 27th April 1987 to do group work including some with children having special educational needs. The teacher appointed will have the ability to plan and organise work in close co-operation with other staff and a willingness to work additional hours up to full-time when required. Please contact the Headteacher for further details, if required.
Application form available from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date 6th March 1987. (44211) 110022

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
LANGUAGE SUPPORT SERVICE
MORDEN HALL SCHOOL
Morden Hall Road, Morden SM4 5HY
Tel: 01-540 7969
Teacher Adviser: Mrs. M.M.L. Cooper
Required from Easter, 1987 or as soon thereafter as possible, SCALE 2 TEACHER for pupils with learning difficulties for withdrawal unit and peripatetic work. (age range 5-12 years).
Experience and evidence of Inset essential.
Car users' allowance available.
Closing Date: 6th March, 1987.
Application forms and further particulars of the post are available from the Teacher Adviser at the above address. Please enclose a stamped addressed envelope. (48880) 111020

Middle School Education

Remedial and Special Needs Teaching Posts

Scale 1 Posts

STAFFORDSHIRE
BLACKFRIARS SCHOOL
Priory Road, Newcastle ST5 2TF
A vacancy exists for a teacher of pupils in the middle school age range at this all age school catering for children with special needs due to physical disabilities. Training and/or experience in teaching children with learning difficulties is desirable. The ability to assist with music would be an advantage (Scale 1 plus S.S.A.).
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqalify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (48949) 121022

By Subject Classification

Modern Languages

Scale 2 Posts and above

HAMPSHIRE
ST. MARK'S C.E. (CONT.) MIDDLE SCHOOL
Stafford Road, Southampton SO9 5ST
(8-12 Years)
Required April or September Scale 3 Language Consultant.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
SAE to School for full details.
Application by letter to Head with C.V. and names of two educational referees by 6th March. (48771) 125620

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
CRANMER MIDDLE SCHOOL
Requires TEACHER OF GENERAL SUBJECTS WITH FRENCH.
See Middle Education, General. (48968) 123622

Physical Education

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
BUSHEY MIDDLE SCHOOL
Requires General Subject Teacher with an interest in Physical Education.
See Middle, General. (44034) 124222

Other than by Subject Classification

Scale 2 Posts and above

HAMPSHIRE
SHIRLEY WARREN MIDDLE SCHOOL
Warren Crescent, Southampton SO1 6AX
(8-12 Years)
Required April or September Scale 2 an enthusiastic and committed teacher to take responsibility for Audio/Visual Communication and integrated study resources.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
S.A.E. to School for full details.
Application by letter to Head with C.V. and names of two educational referees by 6th March. (48770) 125620

HAMPSHIRE
SHIRLEY MIDDLE SCHOOL
Bellemoor Road, Southampton SO9 4UG
(8-12 Years)
Required April or September Scale 2 experienced and enthusiastic class teacher for Audio Visual Communication and Library Resources.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
S.A.E. to School for full details.
Application by letter to Head with C.V. and names of two educational referees by 6th March. (48772) 125620

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
CRANMER MIDDLE SCHOOL
Cranmer Road, Mitcham, Surrey CR4 4XU
Tel: 01-648 2621
Head Teacher: Mrs. R. Ramsey
9-13 years: No. on roll: 461
Required from April, 1987 a Teacher of General Subjects with French. Scale 1.
Closing Date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (48881) 125622

HARROW EDUCATION COMMITTEE

SALVATORIAN COLLEGE
High Road, Harrow Weald, HA3 5DY 01-863 2706

English Teacher Scale 1 required for September 1987, a teacher of English to join an enthusiastic and committed department and to teach across the age and ability range up to and including G.C.S.E. level.

Required for September 1987, an enthusiastic teacher of French to join a committed department and to teach across the age and ability range up to and including G.C.S.E. level. Ability to teach a second language would be an advantage. New graduates are most welcome to apply.

C.D.T. Teacher – Scale 1/2: required for September 1987, an enthusiastic C.D.T. teacher to join a committed department and to teach across the age and ability range up to and including G.C.S.E. level. The teacher will take charge of Design and Communication with responsibility for a graphics studio with facilities for airbrush work, modelling and computer graphics as well as the more traditional facilities. Each member of the teaching team has opportunity to work in all areas of the C.D.T. department as part of the foundation course. New graduates are most welcome to apply.

WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow, HA2 0AD 01-864 7688

An enthusiastic and energetic teacher of French (Scale 1) is required to work with a team of staff in developing an innovative role for languages within the curriculum of this 12-16 comprehensive school. The ability to offer German as a second language would be an advantage, although not essential. Applicants should be committed to the ideals of comprehensive education, mixed ability teaching and equal opportunities. The appointment is from the beginning of the Summer Team, but applications would be considered from students who would not be able to start teaching until September.

ST. JOSEPH'S F & M (Group 6)
Dobbin Close, Belmont, Harrow, Middx HA3 7LP 01-863 8531

Required for Summer Term a class teacher for the Upper Middle School. Music an advantage. Scale 2 available for suitably qualified and experienced teacher.

STAG LANE FIRST
Collier Drive, Edgware. HA8 5RU. 01-952 1475

Required for the Summer term only, a teacher for a class of 7 year olds. This vacancy arises as a result of Secondment.

SHAFTESBURY SCHOOL
Headstone Lane, Harrow HA3 6LE. 01-428 2482

Required for April an enthusiastic teacher to work within the senior department of this all age school for children with moderate learning difficulties. Scale 1S.

Application forms from and to be returned to the Headteacher by 4-3-87. Enclosing SAE.

Outer London Allowance Payable. (13012)

Harrow Education
an equal opportunity employer

MIDDLE SCHOOL EDUCATION
continued

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
BUSHEY MIDDLE SCHOOL
West Barnes Lane, Raynes Park, SW20 0BE
Tel: 01-946 1620
Head Teacher: Mr. J.D. Smith
Age Range: 9-13 years
No. on Roll: 300

Required April, 1987 a General Subjects Teacher, Scale 1 with a particular interest in Physical Education and Games.

CLOSING DATE: A.S.A.P.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(44035) 125622

Secondary Education

Headships

GWYNEDD
COUNTY COUNCIL
CYNGOR SIR GWYNEDD
ADRAN ADDYSG
AIL HYSBYSEB
YSGOL UWCHRADD CAERGYBI
(cyfun 11-18; 1565 o ddisgyblion)
(PRIFATHRO/PRIFATHRAWES

I ddechrau yn swyddogol ym Medi 1987 ac i dreulio cyfnod gyda'r Prifathro presennol cyn hynny os yn bosibl. Gallu i gyfathrebu'n effeithiol yn y Gymraeg a'r Saesneg yn hanfodol. Cyflog Prifathro Grwp 12.

Ffurflenni cais a manylion pellach oddi wrth y Cyfarwyddwr Addysg, Caernarfon ac i'w dychwelyd erbyn 6 Mawrth 1987.

The above is an advertisement for the post of Headteacher for Ysgol Uwchradd Caergybi, Holyhead. Ability to communicate effectively in both Welsh and English essential.)

Gwilym E. Humphreys
Cyfarwyddwr Addysg/Director of Education. (48839) 130010

Education Department

Head Teacher

Upper Wharfedale School (Group 6), Threshfield, Nr Skipton, 11-16 Mixed Secondary Modern School with 260 pupils on roll.

Suitably qualified and experienced required for this appointment from September 1987.

Application forms and further details (s.a.e. please) from County Education Officer, Room 523, County Hall, Northallerton, DL7 8AE. Closing Date 9/3/87.

NORTH YORKSHIRE COUNTY COUNCIL

ST. RICHARD GWYN HIGH SCHOOL, FLINT
(Catholic Co-Ed 11-18 Comprehensive, 1,060 on roll inc. 135 in Sixth Form)

HEADTEACHER, GROUP XI

This demanding but challenging post has become available as a result of the current Head's becoming Principal-Designate of St. David's R.C. Sixth Form College, Cardiff.

The school serves the Catholic community of North East Clwyd. It will have a central role in the future re-organisation of the County's Catholic 16+ provision as it responds to LEA 16-19 Tertiary proposals which are planned to take effect by 1990. St. Richard Gwyn has built an outstanding local reputation as an achieving and caring school and is exceptionally well supported by parents and community. It has gained national recognition for its work in the field of new technology and robotics as part of TVEI.

The Governors now seek an experienced and highly committed Catholic educator who can consolidate and further develop present policies and who will have the ability to sustain very positive and co-operative professional and community relationships.

Application forms and further particulars of the post may be obtained from:- Canon M.J. Kelly, 35, Lloyd Street, Llandudno, Gwynedd, LL30 2YA to whom completed forms should be returned by 7th March, 1987.
(11591)

CLWYD COUNTY COUNCIL

Headteacher Group 10

GLENTHORNE HIGH SCHOOL FOR GIRLS
Sutton Common Road, Sutton, Surrey

To commence duties on 1 September 1987

Glenthorne Girls' is a non-selective 11-18 High School taking five forms of entry. The school is participating in a range of initiatives including TVEI and CPVE.

It should be noted that the organisation of secondary schools in this Authority is currently being considered with a view to establishing a system of comprehensive education.

Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (sae please). Telephone: 01-661 5741 (24 hour telephone answering service). Closing date: 6 March 1987.

Previous applicants will automatically be considered and need not re-apply.
(13184)

LONDON BOROUGH OF SUTTON

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 51.
(48942) 130010

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
APPOINTMENT OF HEAD TEACHER (GROUP 12)
Ref: S.933/G

Required from September, 1987 a suitably qualified and experienced teacher for appointment as Head Teacher of this co-educational County High School for approximately 1200 pupils between the ages of 13+ and 18+ years.

The school is in Group 12 for salary purposes i.e within the range of £22,51-£23,700 per annum.

Apart from submitting a completed applicaion form, applicants are invited to submit in writing their views on any two or more major issues which are currently affecting the Education Service both locally and nationally.

Application forms and further details are obtainable from and returnable to the Schools Section, Education Department, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU by Tuesday, 10th March, 1987. (48884) 130010

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
All posts are availble from 1st September 1987
HEADSHIPS
ALTRINCHAM GRAMMAR SCHOOL FOR BOYS (GROUP 11)
(11-18)
GREEN LANE SECONDARY SCHOOL (Group 9)

(11-16 Coeducational Modern)
URMSTON GRAMMAR SCHOOL FOR GIRLS (Group 10)
(11-18)
WELLINGTON SECONDARY SCHOOL FOR GIRLS (Group 9)
(11-16 Girls Modern)

Further details and application forms available from the Chief Education Officer, Trafford Metropolitan Borough Council, P.O. Box 19, Town Hall, Tatton Road, Sale, Greater Manchester M33 1YR. Tel: 061-872 2101, Ext. 3132.

Closing date: 6th March 1987. (44104) 130010

Deputy Headships Second Masters/ Mistresses

AVON COUNTY
WELLSWAY SCHOOL
Chandag Road, Keynsham, Bristol BS18 1PH
(11-18 Comprehensive, 1130 on roll: 140 in Sixth Form)
The School lies in a pleasant area midway between Bristol and Bath and is on the edge of the green belt

Required from 1st September 1987, Deputy Head (Group 11) to join the senior management team of this school. Initially the successful candidate will have full responsibility for the academic progress and welfare of Middle School students (years 4 and 5) though he/she will be expected to contribute to all aspects of policy making and have an appreciation of whole school curricular issues, since the responsibilities of the senior management team will change from time to time. Each application will be treated strictly on its merits. However applications are especially welcome from women who are under represented at this level in the school.

Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (48635) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
QUARRENDON COUNTY SECONDARY SCHOOL
Weedon Road, Aylesbury, Bucks.
Headteacher: R. Canwell, B.A.
Roll: 612 pupils
Group: 10

Required September 1987, a Second Master/Mistress for this mixed 12-18 non-selective school.

Applications are invited from Teachers, with experience of curriculum and pastoral leadership and a commitment to the development of community links, to join a strong and adaptable Management team.

Assistance with removal expenses is given in approved cases.

Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.

CLOSING DATE: 6.3.87.
(48171) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE MANDEVILLE COUNTY SECONDARY SCHOOL
Churchill Avenue, Aylesbury, Bucks. HP21 8ES
Headteacher: M.J. Newton, B.A.
Roll: 883, 12-18 Co-educational
Group 11

Required September 1987, a DEPUTY HEADTEACHER, to join the Senior Management Team. The successful candidate will bring a strong whole-school perspective to a post which carries specific responsibility for pastoral care and guidance.

Assistance with removal expenses is given in approved cases.

Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.

CLOSING DATE: 6.3.87.
(48170) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
DR. CHALLONER'S HIGH SCHOOL (Girls)
Cokes Lane, Little Chalfont HP7 9QB
N.O.R.: 775

Applications for the vacant post of Deputy Headteacher (Group 11) are welcomed with effect from September, 1987.

Application form and further details available from the Education Officer, Council Offices, King George V Avenue, Amersham, Bucks. HP6 5BY. Closing Date: 16th March, 1987. (49486) 130012

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 51.
(48943) 130012

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

LEASOWES HIGH SCHOOL & COMMUNITY COLLEGE
Kent Road, Halesowen, West Midlands B62 8PJ

(11-16 co-ed. comp. Group 11)

Required September 1987, VICE PRINCIPAL (Group 11). Well qualified, experienced innovator with drive, enthusiasm and perception required to undertake vital role in this 11-16 community school. Successful applicant will be expected to participate in policy formulation in all aspects of school and will specifically manage curriculum development as well as act as TVEI Co-ordinator. Vacancy arises from retirement of present post-holder.

Details/Application forms from and returnable to Principal by 6th March.
(48789) 130012

CITY OF NEWCASTLE UPON TYNE
SACRED HEART COMPREHENSIVE SCHOOL FOR CATHOLIC GIRLS
(Roll 1,130, 6th Form 160, Group 11)
Fenham Hall Drive, Newcastle upon Tyne NE4 9YH
Tel 0912 747373

The Governors invite applications from suitably qualified and experienced teachers for the

HEADSHIP

of this Voluntary Aided girls's school, which is under the trusteeship of the Society of the Sacred Heart.

A practising member of the Catholic Church is required for this post.

Application forms and further details are available from the Headteacher, (foolscap SAE, please), and are returnable to:

The Chairman of Governors, 3 Bute Gardens, Hammersmith, London W6 7DR
by MARCH 11th
(13182)

EAST SUSSEX
RATTON SCHOOL
Park Avenue, Eastbourne BN21 2XR
Comprehensive mixed, 11-16.
Roll: 960

From September: Deputy Head (Group 10). Applications are invited for this important post from experienced and innovative teachers. The successful candidate will join the senior management team with responsibility in all areas of school life particularly pastoral care.

Relocation grants in approved cases.

Application forms and further details (sae please) from and returnable to the Headteacher. Closing date: March 9th. (44222) 130012

HILLINGDON
LONDON BOROUGH OF HILLINGDON

SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge, Middlesex UB10 0EJ

Number on roll: 781, 77 in Sixth Form

Headteacher: Miss J. Trains, M.A.

Required for September 1987 a DEPUTY HEAD (Group 10) for this 5FE girls' comprehensive school with joint mixed Sixth Form. Swakeleys gained the Curriculum Award in 1984 and has recently embarked on a joint TVEI project with Abbotsfield Boys' School which shares the campus. The person appointed will be expected to contribute to all aspects of school management, with particular responsibility in the area of curriculum development and organisation. Closing date: 6th March 1987.

Application forms and further details available from the Director of Education, Civic Centre 2E/10, Uxbridge, Middlesex (Tel: Uxbridge 50431).

Outer London Allowance Payable. (48902) 130012

NOTTINGHAMSHIRE
COUNTY COUNCIL
NATIONAL C.E. (AIDED) COMPREHENSIVE SCHOOL
Annesley Road, Hucknall, Nottingham NG15 7DB
Mixed: 960 (11-18)
DEPUTY HEAD TEACHER (Group 10)

Required for September, for this six form entry, purpose built comprehensive school. Applicants must be graduates with extensive experience in and commitment to comprehensive schools. Ability to demonstrate successful achievements in teaching and management essential.

Application forms and further details are available (s.a.e.) from the Head Teacher at the School.

An Equal Opportunity Employer. (48952) 130012

SUFFOLK
COUNTY COUNCIL

KING EDWARD VI SCHOOL
Grove Road, Bury St Edmunds

13-18 mixed Comprehensive: 1200 on roll, 250 in sixth form

Required for September 1987, DEPUTY HEADTEACHER, GROUP 13. Applications are invited for this important post from successful teachers with extensive Comprehensive experience and proven skills of management and leadership. The main responsibilities of the post will be of a curricular nature, including aspects of staff development. Final details of the appointment will be negotiable within the senior management team.

Application forms and further details are available from the Headmaster at the school to whom they should be returned by Friday March 6th, 1987.
(44007) 130012

SUFFOLK
COUNTY COUNCIL

CHANTRY HIGH SCHOOL
Mallard Way, Ipswich IP2 9LR

11-18 mixed comprehensive roll 1421

Required September 1987, DEPUTY HEAD, Group 12, to join the management team and take a leading role in developing this school. Particular responsibilities will include staff welfare and professional development, liaison with feeder schools, routine administration and some pastoral oversight. Roles are reviewed regularly.

This is an opportunity for an enthusiastic teacher with a positive, whole school view and appropriate experience in comprehensive education.

Application forms and further particulars obtainable from the Head at the school, s.a.e. please. Closing date 13th March.

SUFFOLK
COUNTY COUNCIL

CASTLE MANOR UPPER SCHOOL
Eastern Avenue, Haverhill

Mixed comprehensive 13-18 : 860 on roll (including 135 in 6th form)

Required from September 1987, DEPUTY HEAD (Group 11) following the retirement of the present postholder.

Application forms and further details available from the Head at the above school, to be returned by Friday 6th March, 1987.
(44028) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

BERKSHIRE
SLOUGH & ETON CE SECONDARY SCHOOL
Ragstone Road, Slough
N.O.R.: 457
SPECIAL NEEDS

Required for the Summer Term only, a teacher to be responsible for the Special Needs Department (Scale 2) in the absence of the Head of Department on secondment.

Application forms and further details available from the Headteacher. Tel: Slough 2082.

Closing date: 9th March 1987.

An Equal Opportunity Employer. (49443) 131018

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

THE THORNS SCHOOL & COMMUNITY COLLEGE
Stockwell Avenue, Quarry Bank, Brierley Hill, West Midlands DY5 2NU

(12-16 co-ed. comp. Group 11)

Required September, 1987, HEAD OF FACULTY OF SPECIAL, SOCIAL AND PRE-VOCATIONAL EDUCATION (Scale 4). Well qualified and experienced TEACHER with special needs background required to act as whole school Special Needs Co-ordinator and to lead new faculty which will come into existence in September, 1987. Tremendous opportunity for TEACHER with vision, energy and commitment, in this new purpose built school, which possesses excellent facilities.

Details/Application forms from and returnable to Principal by 6th March.
(48787) 131018

ESSEX
THE GILBERD SCHOOL
Brinkley Lane, off Severalls Lane, Colchester CO4 4PU
Tel: (0206) 842211
(Roll 1250; 11-16)
HEAD OF SPECIAL EDUCATION, Scale 3

Required September, suitable experienced qualified teacher HOD responsible whole school provision, diagnostic testing, support work, team leadership. Well resourced suite.

Application forms/further details from Headteacher without delay (foolscap s.a.e. please). (44004) 131018

Scale 2 Posts and above

HILLINGDON
LONDON BOROUGH OF HILLINGDON.

QUEENSMEAD SCHOOL
Queen's Walk, Ruislip, Middlesex HA4 0LS

Number on roll: 866, 64 in Sixth Form

Headteacher: R.C. Duggan B.A., M.Ed.

Required for May or September 1987 in this six form entry comprehensive school, a teacher of pupils with Special Educational Needs in a Department which is currently staffed by 2.4 teachers. Special Needs support is provided for teachers by a variety of techniques and strategies and in the Lower School extends across a range of subjects in the curriculum. Facilities for teaching are good and the Department has its own microcomputer and colour television set. A Scale 2 post is available for an appropriate applicant with appropriate qualifications and experience.

Queensmead is a TVEI School.

Please apply by letter to the Headteacher at the school - from whom further details are available - quoting full CV and the names and addresses of two referees.

Outer London Allowance payable.

Remedial and Special Needs Teaching Posts

Scale 1 Posts

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
APPOINTMENT OF TEMPORARY TEACHER OF SPECIAL NEEDS (SCALE 1 POST)

Required from April 1987, for four terms, a suitably qualified teacher of Special Needs to teach 7 sessions (i.e. half days) per week. The school has a 'whole-school' approach to Special Needs.

Application forms are obtainable from and returnable to the Head Teacher, Gosforth High School, Great North Road, Gosforth, Newcastle upon Tyne NE3 2JH by Tuesday, 10th March, 1987.
(48885) 131022

NORTHAMPTONSHIRE

IRTHLINGBOROUGH HUXLOW SCHOOL
Finedon Road, Irthlingborough, Wellingborough, Northants. NN9 5TY

Required initially for the Summer Term, full time teacher to work in the Educational Support Department, providing in-class and withdrawal support in the basic skills particularly literacy and numeracy.

There would be a requirement of some full class teaching in the upper school.

Applications are also invited from well qualified or experienced teachers who could only work on a part-time basis.

Huxlow School is a co-educational comprehensive school of 640 pupils.

Further details and application forms are available from the school.

Please Tel: Wellingborough (0933) 650496.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(48951) 131022

V.S.O.
Please see V.S.O. display ad under Overseas Appointments. (48987) 131022

By Subject Classification

Art and Design

Heads of Department

ESSEX
RAINSFORD SCHOOL
Fox Crescent, Chelmsford CM1 2BL
Tel: Chelmsford 265511
(Roll 821)
HEAD OF ART, Scale 3

Ambitious teacher to expand the approaches and influence of Art, particularly in the upper school curriculum in a relevant and meaningful way. Good teaching accommodation. Closing date: 10th March, 1987.

Apply direct to the Headteacher at the school with c.v. and two referees (foolscap s.a.e. please).
(48997) 131218

HAMPSHIRE
ST. ANNE'S R.C. SCHOOL
Rockstone Place, Southampton SO9 4TE
(11-18 : N.O.R. 1,100 Girls - 200 in Sixth Form)

Required September scale 3 Head of Art to be responsible for the organisation and development of the Department. Ideally a pottery specialist is required.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

S.A.E. to School for full details. Application by letter to Head with C.V. and names of two educational referees by 6th March. (48643) 131218

KENT
THE JUDD SCHOOL
Tonbridge TN9 2PN
HEAD OF ART DEPARTMENT (Scale 2)

Required in September at this Voluntary Aided Grammar School of 740 boys. A well-qualified and enthusiastic teacher is sought to develop a Department with excellent results and facilities which include Pottery.

Apply to the Headmaster (no forms) with full details together with names and addresses of two referees, as soon as possible.
(48837) 131218

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey SM5 2QX
Tel: 01-647 8294
HEAD OF ART - SCALE 3

Required for September 1987 in this six form entry non-selective girls school. A teacher to lead the Art Department which at present offers courses in Art, textiles/printing, pottery, photography and craft and design technology. The Art Block is purpose built. The authority is currently considering reorganisation along comprehensive lines.

Applications should be made to the Headteacher by letter with c.v. and names and addresses of 2 referees as soon as possible.
(44209) 131218

Scale 1 Posts

BARNET
LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, London N12 0QG
Tel: 01-368 1783
Co-educational Comprehensive. Roll 572 11-16

Required as soon as possible a part-time Teacher of ART for the equivalent of two days per week Scale 1. A well qualified teacher is sought to teach throughout the school in new purpose built rooms. Applicants should be able to offer some 3D studies and be able to link with the fabric and printmaking work of the department.

Apply in writing to Head Teacher with full c.v. and names of two referees. SAE.

Director of Educational Services. (48965) 131222

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£1110 p.a.) is made in addition to the appropriate Burnham Salary scale.
All posts are suitable for job-share (paired applications only) unless otherwise stated.
A Register for pairing potential job sharers is maintained in EO/PER/PS7, Room 533, County Hall, SE1 7PB (Tel 01-633 8801).
NJS denotes post not open to job share applications.
Unless shown differently, the closing date for application is 6 March 1987.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

DEPUTY HEADSHIPS

GREENWICH LEWISHAM CHURCH SCHOOLS CONSORTIUM
Director of a new sixth form centre (Deputy Head Group 9)
Challenging post demands successful experience in the curricular, pastoral and administrative issues of 16-19 Education, to work with Headteachers of participating schools to evolve this new centre.
Contact: Miss M. Driscoll, St. Thomas More School, Footscray Road, London SE9 2SU.

DESIGN AND TECHNOLOGY

ARCHBISHOP TENISON'S CE (SB)
55 Kennington Oval, SE11 5SR
Tel. 01-735 3771
Roll: 500
Head: Mr D. D. Powell
Required from April Scale 1 teacher for CDT. An interest in multi media approach and modular technology would be an advantage.

ST FRANCIS XAVIER SIXTH FORM COLLEGE
Malwood Road, SW12 8EN
Tel: 01-673 7122
Projected Roll: 750
Principal: Bryan A. Snalune
Required from September 1987 – Teacher of CDT – Scale 1. To offer expertise in at least 3 of the London 'A' level Design & Technology options. The department offers a wide range of courses including CPVE, GCSE, A/S and 'A' levels.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1066
Head: Brinley Morgan
Required from April for two terms a teacher of CDT to cover maternity leave. This is a lively expanding department with good facilities.

COMPUTER STUDIES

SCOTT LIDGETT (SB)
Drummond Road, SE16
Tel: 01-237 9001
Roll: 490
Head: Mr I. K. Pritchard
Required asap. Head of Computer Education, Scale 3, to develop the school's micro-processor teaching programme from a central well-equipped base.

ST FRANCIS XAVIER SIXTH FORM COLLEGE
Malwood Road, SW12 8EN
Tel 01-673 7122
Projected Roll: 750
Principal: Bryan A. Snalune
Required from September 1987 – Teacher of Information Technology and Numeracy – Scale 2. To take responsibility for CPVE and to lead a team of teachers providing Numeracy and Information Technology in Pre-Vocational courses.

MATHEMATICS

ARCHBISHOP MICHAEL RAMSEY (SM)
Farmers Road, Camberwell, SE5 0UB
Tel: 01-701 4166
Roll: 907
Head: Mrs S. Haso
Required from September. Scale 1 Mathematics teacher conversant with SMILE which is taught throughout the school. Practising Christian preferred.

SCIENCE

STEPNEY GREEN (SB)
Ben Jonson Road, E1 4SD
Tel: 01-790 6361
Roll: 1080
Head: Mr D. J. Bennett
Required asap. Scale 1 Teacher of Science to join a large and well equipped department. Re-advertisement.

TULSE HILL (SB)
Upper Tulse Hill, SW2 2RH
Tel: 01-674 4661
Roll: 750
Head: K. V. Noble
(1) Required asap. Head of Chemistry Scale 2. 'A' level teaching available – willingness to develop the chemistry element of integrated science courses throughout the school.
(2) Required asap. Biology Teacher Scale 1. To teach biology and some integrated science, throughout the school.

ST FRANCIS XAVIER SIXTH FORM COLLEGE
Malwood Road, SW12 8EN
Tel: 01-673 7122
Projected Roll: 750
Principal: Bryan A. Snalune
Required from September 1987 – Teacher of Physics/Electronics – Scale 1. Physics and Electronics are taught to GCSE and 'A' level and there is an increasing input by the Faculty into the CPVE courses run within the College.

OTHER

ST FRANCIS XAVIER SIXTH FORM COLLEGE
Malwood Road, SW12 8EN
Tel: 01-673 7122
Projected Roll: 750
Principal: Mr Bryan A. Snalune
Required from September 1987 – Teacher of Science/CDT – Scale 1. To participate in the development of the vocational curriculum. CPVE courses are offered and it is hoped to extend this provision to B/TEC National.

PRIMARY SCHOOLS

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

BONNEVILLE (I) SCHOOL
Bonneville Gardens (Abbeville Rd) SW4 9LB
Roll 118 plus 43 p/t nursery. Vacant 27 April 1987. Burnham group 3 plus Inner London Allowance.

JOHN BURNS (JM&I) SCHOOL
21 Wycliffe Rd, SW11
Roll 271 plus 31 f/t and 38 p/t nursery. Vacant 27 April 1987. Burnham group 5 plus Inner London Allowance, plus £201/276 social priority allowance. Open plan building.

Please send foolscap sae for application form and further details to PER/PS4b, Room 262a County Hall, London SE1 7PB. Closing date for the return of completed forms 6 March 1987.

ST JUDE'S SOUTHWARK CE (JM&I) SCHOOL
Colnbrook Street (St George's Road), SE1 6EZ.
(Tel: 01-928 5484)
Applications are invited from suitably qualified and experienced teachers for the post of headteacher. Vacant 1 September 1987. Roll 195. Burnham group 4 plus Inner London allowance. The Governors seek to appoint a practising Christian.

Application forms and further details available from Roger Breschizza, 123 Union Street, SE1 1SO, (Tel: 01-261 1678), to whom they should be returned by 6 March.

DEPUTY HEADSHIPS

MANDEVILLE (JM&I) (NC)
4 Oswald Street, Clapton E5 0BT
Tel: 01-986 5249
Roll: 195 + 25
Acting Head: Mr D. Edwards
Required from April. Deputy Head (Group 4). Curriculum Co-ordinator and Insct. Planning.

ST JOHN'S WALWORTH CE (JM&I)
Larcom Street, SE17 1NQ
Tel: 01-703 4920
Roll: 210
Head: J. A. S. Grant
Required from September. Deputy Head (Group 4). Anglican communicant preferred.

POSTS OF RESPONSIBILITY

AMHERST (I)
Sigdon Road, E8
Tel: 01-254 1494
Roll: 141 + 40 N
Head: Mildred Hatch
Required asap. Teacher for Mathematics Scale 2.

CHRIST CHURCH BENTINCK (JM&I)
Cosway Street, NW1 5NS
Tel: 01-723 6115
Roll: 200
Head: D. A. Lynch
Required from April. Scale 2 reception infants teacher with responsibility for language development and organisation of the library.

GLOUCESTER (I)
Daniel Gardens, Peckham, SE15
Tel: 01-703 4469
Roll: 335
Head: Mrs C. Raza
Required from April 1987. Scale 2 for Learning Resources/Science. To take responsibility for the development of science and to maintain and expand well-established AVA/Learning Resources equipment and programmes.

MANDEVILLE (JM&I) (NC)
Oswald Street, Clapton E5 0BT
Tel: 01-986 5249
Roll: 195 + 25
Acting Head: Mr D. Edwards
Required from April 1987.
Scale 2 Science or Music.

PILGRIM'S WAY (JM&I)
Tustin Estate, Manor Grove, Peckham SE15 1EF.
Tel: 01-639 1995
Roll: 200
Head: Mr J. O. Shevlin
Required asap. Scale 2 Maths and Science.

ST BARNABAS CE (JM&I)
St Barnabas Street, SW1W 8PF
Tel: 01-730 0159
Roll: 155
Head: Ms Sharon Green
Required asap. Scale 2 Teacher for Maths and Science in this multi-cultural community school. Practising Anglican preferred. NJS.

ST LUKE'S CE (JM&I) (NC)
Saunders Ness Road, Cubitt Town E14 9EB
Tel: 01-987 1753
Roll: 170
Head: Miss M. A. Warner
Required from April or September. Scale 2 teacher for Mathematics to take an active role in curriculum development and extra curricular activities. Interest in computers an advantage. Practising Christian preferred.

ST JOHN'S WALWORTH CE (JM&I)
Larcom Street, SE17 1NQ
Tel: 01-703 4920
Roll: 210
Head: J. A. S. Grant
(1) Required asap. Scale 2 classteacher with responsibility for Mathematics. Anglican communicant preferred.
(2) Required asap. Scale 2 classteacher with responsibility for Environmental Studies. Anglican communicant preferred.
(3) Required asap. Scale 2 classteacher with responsibility for Art & Display. Anglican communicant preferred.

ST MARGARET CLITHEROW RC (JM&I) (NC)
Cole Close, Thamesmead, SE28
Tel: 01-310 1699
Roll: 224
Head: Miss Y. P. Trott
Required from April. Teacher for infants. Scale 2 available for applicant willing to play a major role in curriculum development.

VITTORIA (JM&I) (NC)
Half Moon Crescent, N1 0TJ
Tel: 01-837 6063
Roll: 155 + 25 N
Head: Alan Muxworthy
Required from April. Scale 2 (SPA) Maths to develop this subject throughout the primary age range. An interest in science or computing an advantage.

OTHER POSTS

CHISENHALE (JM&I) (NC)
Chisenhale Road, E3 5QY
Tel: 01-980 2584
Roll: 237 + 25 N
Head: Barry Silsby
Required asap. Scale 1 Teacher for lower juniors. Temporary post initially until December 1987.

FIRCROFT (JM&I)
Fircroft Road, SW17 7PP
Tel: 01-672 6258
Roll: 280
Head: Dick Cooper
Required from 2 March. Music Teacher 0.5 to teach class music in co-operation with the class teacher, and also to teach recorder.

HILLBROOK (JM&I) (NC)
Hillbrook Road, Tooting SW17 8SG
Tel: 01-672 3957
Roll: 364 + 60 p/t N
Head: Mrs S. M. Jassoy
(1) Required from April. Scale 1 teacher for Juniors.
(2) Required from April. Scale 1 teacher for Infants.
(3) Required from April, 0.7 teacher (0.2 to support special needs 0.5 infant support).

PILGRIM'S WAY (JM&I)
Tustin Estate, Manor Grove, Peckham SE15 1EF.
Tel: 01-639 1995
Roll: 200
Head: Mr J. O. Shevlin
Required asap. Scale 1 Infant teacher.

ROTHERHITHE (I)
Rotherhithe New Road, SE16 2PL
Tel: 01-237 1586
Roll: 144 + 100 N
Head: Norna Moses
Required asap. Scale 1 to develop autonomy and self motivated learning in close cooperation with colleagues and parents.

ST JOHN'S CE (JM&I)
20 Dawes Road, Fulham SW6 7EN
Tel: 01-385 4155
Roll: 160
Head: Mrs P. P. Coffey
Required from April. Temporary terminal teacher for a top Infant class.

ST LUKE'S CE (JM&I) (NC)
Saunders Ness Road, Cubitt Town E14 9EB
Tel: 01-987 1753
Roll: 170
Head: Miss M. A. Warner
Required from April or September. Scale 1 Class teacher to take Infant and Lower Junior Class. Practising Christian preferred.

NURSERY EDUCATION

PLUMCROFT (JM&I) (NC)
Plum Lane, Plumstead, SE18
Tel: 01-854 1308
Roll: 564 this includes 25 morning and 25 afternoon Nursery children.
Required from April. Scale 2 Teacher to take responsibility for a part-time nursery class, 25 each session. Special responsibilities will include home visiting and encouraging parental involvement.

ST EDMUND'S RC (JM&I)
297 West Ferry Road, E14 8RS
Roll: 108
Head Francis Buxton
Required from April. Scale 1 Nursery teacher. Practising Catholic preferred. Application forms and further details from the Correspondent to the Governors at the school to whom they should be returned by Monday 2 March.

SPECIAL EDUCATION

HEADSHIP

COOMBE HALL SB (EBD) BH SCHOOL
Coombe Hall Road, East Grinstead, Sussex RH19 4NA
Applications are invited from suitably qualified and experienced teachers for the headship of this school which is vacant now. Roll 30. Burnham group 3(S) plus £3549 residential responsibility allowance. An allowance is payable which at the maximum of the scale would pay a salary at the maximum of group 4(S).

Please send foolscap sae for application form and further details to Education Officer, PER/PS4B, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 13 March.

ANERLEY (EBD)
Versailles Road, Anerley SE20 8AX
Roll: 32
Head: Mr E. G. Williams
Required asap. Scale 1 + SSA teacher for teaching general subjects to a class group of six pupils. An interest in computer studies would be an advantage. Single accommodation available. Additional Duties allowance for 15 HPW payment up to £2949 p.a.

COLLEGE PARK (MLD)
Monmouth Road, W2 4UT
Tel: 01-229 1524
Roll: 69 Aged 5-16+
Head: Mrs M. A. Christiansen
Required asap. Deputy Head (Group 5S) with experience and advanced qualification in Special Needs.

HIGHSHORE (MLD)
Bellenden Road, SE15 5BB
Roll: 101
Head: Mrs Y. Conlon
Required from April. Part-time (0.8) teacher Scale 1 + SSA, to work throughout the school assisting staff in curriculum development.

SCALE 1 SUPPLY TEACHERS

There are currently opportunities available in some 1,030 Nursery, Primary, Secondary and Special Schools throughout Inner London for supply teachers who have satisfactorily completed their probation. There are opportunities for permanent appointment as a cover teacher (not in special schools) as well as on a casual supply basis. If you are interested in pursuing a worthwhile career working in education and would like to receive further details and an application form, contact the Teaching Staff section at the undermentioned Division Offices, who will be pleased to hear from you:—

Hammersmith & Kensington	01-603 3388
Lewisham	01-698 4633
Camden & Westminster	01-486 0190
Southwark	01-703 0855
Islington	01-272 7727
Lambeth	01-274 6288
Hackney	01-802 3177
Wandsworth	01-874 7262
City & Tower Hamlets	01-790 1288
Greenwich	01-855 3161
Special Schools — all areas	01-633 7071

ICKBURGH (SLD) (2–19 years)
Ickburgh Road, Clapton E5
Tel: 01-806 4638
Roll: 98
Head: Mrs P. Williams
(1) Teacher Scale 1 + SSA 26 April until October '87.
(2) Teacher Scale 1 + SSA 1 June until December '87
Both temporary positions are for maternity leave cover.

MEETING HOUSE (MLD) (All Age)
Pendragon Road, Downham, Bromley BR1 5LD
Tel: 01-698 9738
Roll: 85
Required asap. Teacher Scale 1 + SSA 0.2 for all day Tuesday up to end Autumn term '87. Cover for staff on course.

QUEENSMILL (PM)
Lysia Street, SW6
Tel: 01-385 7270
Roll: 42
Head: Mrs L. J. Cole
Required from April. Teacher Scale 1 + SSA for a small group of children with communication and behavioural problems. Primary training, an interest in art and music an advantage.

WINDMILL (SLD)
Mandrell Road, SW2 5DW
Tel: 01-733 0681
Roll: 70
Head: Miss M. G. Riley
(1) Requires asap. Classteacher Scale 1 + SSA to work with a group of children with profound and complex learning difficulties. Experience with multiple handicapped children an advantage.
(2) Required from April. Classteacher Scale 1 + SSA initially to work with a class of junior children. An ability to offer music or PE/movement an advantage.
(3) Required asap. Part time Teacher 0.5 Scale 1 + SSA. 0.4 of the teaching responsibility is for ESL.

WEDGWOOD (MLD) (M) (All Ages)
Mund Street, West Kensington W14 9LY
Tel: 01-385 3908
Roll: 72
Head: Mr R. F. Robinson
Required asap. Teacher Scale 2 (S) to take charge of Maths and Science. A sound knowledge of Primary Maths and Science required. Experience of Special Education an advantage.

INDIVIDUAL TUITION SERVICE
Required asap. Primary and Secondary trained teachers, Scale 1 in the Islington area. The positions are hourly paid, maximum 25 hours (including non-contact time).

Contact: PER/PS5f, Room 62, County Hall SE1 7PB. Please enclose sae and write Islington at the top of your letter.

Careers

Heads of Department

ESSEX
THE GILBERD SCHOOL
Brinkley Lane, off Severalls Lane, Colchester CO4 4PU
Tel: (0206) 842211
HEAD OF CAREERS, Scale 3
Required September, experienced, enthusiastic teacher to Head Careers, responsible whole school provision, PSE module, liaison FE, TRIDENT JIGCAL. Good facilities.

Application form/further details from the Headteacher without delay (foolscap s.a.e. please). (49000) 131418

Scale 2 Posts and above

BUCKINGHAMSHIRE

An Equal Opportunity Employer

ADVISORY TEACHER (CAREERS EDUCATION)

Based at Milton Keynes Careers Office and required for September 1987, an experienced teacher to develop careers education in the context of social education, initially within schools in the Milton Keynes area.

Applicants should be able to provide advice, support, stimulus and training to colleagues in schools and the college and to act in a liaison capacity with the Careers Service.

Further details and application form from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (Tel: Aylesbury 39500, Ext. 532).

Closing date: 20th March 1987. (48165) 131420

Commercial Subjects

Heads of Department

HERTFORDSHIRE
PARMITER'S SCHOOL
High Elms Lane, Garston, Watford
Voluntary Aided mixed all ability 8 form entry Founded 1681
Required April, a HEAD OF COMMERCIAL STUDIES AND TYPEWRITING Scale 2/3 + London fringe allowance £282. Applications are sought from well qualified and experienced candidates with flair, energy and drive to lead a rapidly expanding department. This is a permanent appointment but applications fom candidates seeking a temporary post will also be welcomed. A general willingness to participate in extra curriculum activities would be an advantage. The school is in a pleasant rural location near the inter section of the M1/M25 motorways within easy acces to London.

Enquiries by telephone will be welcome.

Apply by letter to Headmaster, giving curricium vitae and names and addresses of two referees. Further details available. (48863) 131818

Scale 2 Posts and above

BARNET
LONDON BOROUGH
HASMONEAN HIGH SCHOOL
Holders Hill Road, Hendon, London NW4 1NA
Tel: 01-203 1411
V.A., Roll: 940, Sixth Form 164
Required September, 1987, or earlier teacher of OFFICE SKILLS - Scale 2. Applicants should have the ability to teach Office Practice and some or all of the following subjects: Computer Studies, Word Processing, Typewriting and Book-keeping. (Please specify in your application which of these you can offer).

The School hopes to introduce in September the new R.S.A. Diploma Course in Office Procedures and the successful candidate will be responsible for co-ordinating developments in Commercial Studies.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (49483) 131820

Scale 1 Posts

V.S.O.
Please see V.S.O. display ad. under Overseas Appointments. (48986) 131822

Computer Studies

Scale 2 Posts and above

CAMBRIDGESHIRE
COUNTY COUNCIL
Equal Opportunity Employer
THE NETHERHALL SCHOOL
Queen Edith's Way, Cambridge CB1 4NN
Required from September, 1987, a well qualified and enthusiastic teacher, (Scale 2) to take charge of Computer Studies to GCSE level and to O/A in the Sixth Form; also to teach some mathematics (which could involve Sixth Form work).

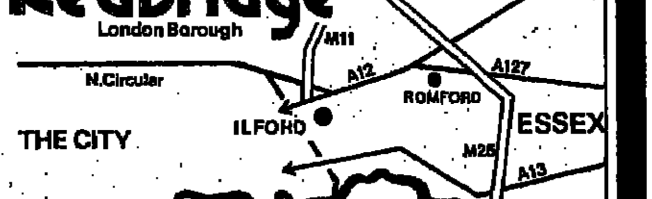
Apply to the Headmaster by letter with full C.V. and names and addresses of two referees. Further details available (s.a.e. Please). Closing Date: 6th March, 1987. (44018) 132020

ESSEX
GABLE HALL SCHOOL
Southend Road, Corringham, Stanford-le-Hope SS17 8JT
Tel: Stanford le Hope 671526
(Roll 1200; 11-16)
TEACHER OF COMPUTER STUDIES, Scale 2
(London Fringe Allowance)
Required as soon as possible to teach Computer Studies to examination level and lower school information technology. Excellent facilities. Relocation allowances payable in approved cases.

Apply in writing with two referees and curriculum vitae (foolscap s.a.e. please). (48696) 132020

Redbridge

London Borough



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Come and teach in Redbridge

Applications are invited from newly qualified and experienced teachers for our Secondary Schools for September 1987.

We would particularly welcome applications from teachers of

Science, Maths & CDT.

Above scale posts may be available for experienced teachers. There is a generous scheme for relocation expenses, and new teachers are helped to find suitable accommodation.

London Allowance payable (currently £726: under review).

Application forms and further details from:

The Director of Education Services, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN. (Telephone: 01-478 3020 Ext 3135).

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
Please see block advertisement for Leicestershire Opportunities under Secondary Mathematics. Scales 1 and 3 also available. (48463) 132020

Scale 1 Posts

HERTFORDSHIRE
HITCHIN GIRLS' SCHOOL
Highbury Road, Hitchin, Herts. SG4 9RS
Tel: 32162
Head: Mr G.M. Warwick
900 on roll (Sixth Form 140)
Required from the beginning of the Summer Term 1987, a graduate to teach Computer Studies to G.C.S.E. and to help with the dissemination of Information Technology to pupils and staff throughout the school. The school has a network of computers centred in a purpose designed room.

Please apply to the Headmistress (enclosing s.a.e.) giving names of two referees and full details. (48579) 132022

Craft, Design & Technology

Scale 2 Posts and above

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
New 11-18 Co-Educational
Roll: 1231; Sixth Form 180
Required September, 1987 a CRAFT, DESIGN and TECHNOLOGY SPECIALIST Scale 2 with ability to teach GCSE and 'A' level. The Department has excellent facilities and a national reputation.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (49482) 132120

BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Orpington, Kent
Graduate Teacher for Design Faculty.
(For details see under 'Secondary - CDT - Scale 1'). (48869) 132120

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
Please see block advertisement for Leicestershire Opportunities under Secondary Mathematics. Scales 1 and 3 also available. (48462) 132120

PERTHSHIRE
GLENALMOND COLLEGE
Attractive C.D.T. post.
Please see 'Independent Education' section under C.D.T. (49543) 132120

Scale 1 Posts

BARNET
LONDON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Green Lane, Edgware, Middx. HA8 8BT
Tel: 01-958 5310
Mixed, 11-18, Roll 845. Sixth Form 101
Required September 1987 a teacher of CRAFT, DESIGN and TECHNOLOGY Scale 1 to work in a lively department in this TVEI comprehensive school. There are three well-equipped workshops, and a graphic communications room. A further fully equipped Technology room is planned for September 1987 - all housed in the same block. Applicants should be able to teach to GCSE level in all branches of C.D.T. and have the enthusiasm to become involved in the development of 'A' level work. Interested applicants would be welcome to visit the school to meet the department but please telephone to make an appointment.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (48964) 132122

BERKSHIRE
SHAW HOUSE COMPREHENSIVE SCHOOL
Church Lane, Shaw, Newbury, Berks.
Required September a teacher of C.D.T., Scale 1, to join a department committed to a modern approach with an emphasis on technology. Strong links are maintained with all Creative Design subjects and Science.

Apply to the Headmaster for further details.

Closing date: 13th March.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (48450) 132122

BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: 0639 31078
For April 1987 a well qualified graduate teacher for the Design Faculty at this five-form entry comprehensive. You will be required to teach Design Technology to all ages and abilities in the school. It would be desirable but not essential for the appointee to be able to teach at least one other area of work studied in the Faculty. These are Graphical Communication, Technology, Building Construction, Motor Vehicle Studies, Pottery and Art.

There is a Scale 2 post available if the successful candidate were suitably experienced. The duties of this post will include responsibility for ordering all equipment and materials for the Faculty.

The School which is housed in modern buildings on a site shared with the Ramsden School for Girls. There is a joint Sixth Form of 200 boys and girls offering a wide range of established G.C.E. 'A' level courses.

Application in the first instance should be in writing to the Headmaster, Mr M. Lane, B.Sc., giving details of qualifications, experience and interests as well as the names and addresses of two persons willing to act as referees and a stamped addressed envelope. The official application form and further details will be sent by return post.

Closing date: 26th February, 1987. (48870) 132122

CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)

JACK HUNT SCHOOL
Ledbury Road, Peterborough PE3 6PW

Tel: Peterborough 263526

Head Teacher: Mr. M.H. Taylor, B.A., J.P.

GROUP 11

REQUIRED FOR APRIL, 1987:-

Teacher for Foundation Craft and Design courses and one or more specialist GCSE subjects in a large, progressive CDT department, part of a TVEI consortium (Scale 1 post). A flexible problem solving/design approach is required.

Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date: 6th March, 1987. (44015) 132122

HAVERING
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch RM12 4YB
Tel: Hornchurch 40304
Headteacher: D.J. Powney, M.A.
(Roll 982 Mixed)
Required for September 1987 an enthusiastic and well qualified teacher of CDT, Scale 1, to join an excellent department teaching to GCSE and 'A' Level. First class facilities and full technician support. A designer approach to the subject is essential.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.

EMERSON PARK SCHOOL
Wych Elm Road, Wingletye Lane, Hornchurch RM11 3AD
Tel: Hornchurch 43773
Headteacher: J.A. Fowler, M.A.
(Roll 955 Mixed)
Required for September 1987, or April 1987 if possible, a teacher of Craft, Design and Technology to join a well organised department and to teach throughout the school to GCSE and GCE Advanced Levels. This is a TVEI school, where CDT courses have already embraced electronic and computer-based techniques, in addition to the longer established CDT approaches. In particular, modular technology courses are now into their third year of operation. The implementation of GCSE is, therefore, not seen as a major problem. A Scale 2 post is available for a suitably qualified and experienced applicant, while applications for a new entrance to the profession will be most welcome.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.

MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BD
Tel: Romford 24134
Headteacher: Mrs. K.M. Phillips, B.A. (Hons.), M.Phil.
(Roll 1297 Mixed)
Required for April 1987 teacher of Craft, Design and Technology to join an enthusiastic department. The lower school course incorporates Technology with a Design based approach. A full range of problem solving Design courses are available in years 4 and 5. A Scale 2 post could be available for a suitably qualified candidate.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48888) 132122

HERTFORDSHIRE
THE HEATHCOTE SCHOOL
Shephall Green, Stevenage, Herts. SG2 9XT
11-18 Mixed All-Ability School. 850 on roll
SCALE 1 TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
Required for September 1987.

An imaginative, enthusiastic teacher would be a suitable candidate to join a department of four specialists who are committed to the development of fully integrated CDT courses. This post would provide an excellent opportunity for a new entrant to the profession.

The design based, problem-solving approach to CDT reflects the approach to learning of the school as a whole. Heathcote School provides a pleasant and stimulating environment and we are keen to appoint teachers who enjoy taking part in curriculum development. We have taken part in one of the first TVEI projects and the school is generously resourced in the area of technology. Relocation expenses (maximum £4000) are payable in approved cases. A mortgate subsidy scheme is in operation.

Please write for full details to the Headteacher, enclosing an s.a.e. (48863) 132122

KENT
THE KING'S SCHOOL
Canterbury
See under Independent Schools. (44243) 132122

NORTHAMPTONSHIRE

NORTHAMPTON TRINITY SCHOOL
Trinity Avenue, Northampton NN2 6JW

Required from September 1987 a Scale 1 C.D.T. teacher at this well-established mixed Upper School (780 pupils on roll, 75 in the Sixth Form) on a pleasant campus site near the centre of the town.

The successful applicant should be familiar with the problem-solving approach to C.D.T. up to 'A' level standard using a variety of resistant materials. A particular ability to work in metal and a willingness to teach and help develop Design Technology will also be required.

Excellent working conditions and facilities exist in the remodelled Design and Technology Centre, opened in 1985, which includes a Technology Room (with 10 Flamefast work-stations), Graphics Room, Design Wood, Metal and Multi-material areas and a Resource/Seminar Room. The Centre has been fully re-equipped with new machines and hand tools throughout.

The school is an Associate Member of the Northampton TVEI Consortium and, with the development of CPVE and the DES 14-16 Curriculum Project the post has considerable scope, offering an excellent opportunity to a new entrant to the profession wishing to join an enthusiastic team.

Application forms and further details are available from the Headmaster (sae please) at the school.

Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (48950) 132122

REDBRIDGE

CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex RM6 4RS

Tel: 01-599 2600/6285

Head: Mrs D. Watkins, B.Ed.

Required for April or September 1987 : teacher of Craft, Design and Technology (Scale 1) to join an enthusiastic hardworking department in this single site 11-18 mixed comprehensive school. A problem-solving, design-based approach to C.D.T. is used. Courses in GCSE and 'A' level Technology are established, and the department is closely involved in TVEI. Facilities include a modern well-equipped C.D.T. suite with its own computer and photocopier.

The post is on Scale 1 with Outer London Allowance : assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.

Details and application forms may be obtained from the Headteacher at the school. (44032) 132122

Economics & Business Studies

Scale 2 Posts and above

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, well qualified Honours Graduate to teach Advanced Economics. The school has a thriving sixth form Economics Department. Salary Burnham Scale III.

Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (48958) 132220

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
LANFRANC HIGH SCHOOL
Mitcham Road, Croydon CR0 3AB

Tel: 01-689 1855

TEACHER IN CHARGE OF BUSINESS STUDIES

At present four groups of 5th year and three groups of 4th year pupils follow Business Studies Courses.

The school has been involved in T.V.E.I. since September 1984 and consequently has a superbly equipped modern office and three networked Information Technology rooms.

Pupils in the present 5th year are following courses towards G.C.E., C.S.E. and City & Guilds examinations. The present 4th year groups are following the [illegible] shire Business and Information Technology Studies Project towards the G.C.S.E.

This is a mixed comprehensive school for pupils in the 11-16 age range.

Application forms and further information may be obtained from the Headmaster.

Salary: Scale 2 available for suitable applicant.

Tenable: 27th April 1987.

Closing date: Completed applications to be returned to the Headmaster within ten days of the appearance of this advertisement. (44215) [illegible]

Scale 1 Posts

BARNET
LONDON BOROUGH
ST. MICHAEL'S R.C. GRAMMAR SCHOOL
Nether Street, North Finchley, London N12 7NJ
Tel: 01-446 2256
V.A. Girls' 3-form entry. Roll 603. Sixth Form 145
Required September 1987 GRADUATE to teach ECONOMICS 'A' level. Part-time. Roman Catholic preferred. Scale 1.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (48965) [illegible]

BERKSHIRE
GARTH HILL SCHOOL
Sandy Lane, Bracknell
NOR: 1140
Required September 1987 a teacher, (Scale 1) of Business and Information Studies to join a developing Information and Computer Technology faculty. In addition to Business and Information Studies it is anticipated that the successful candidate will be able to offer a second subject. Computer technology, word processing and secretarial skills will be an advantage. Garth Hill School is well known nationally for Information and Computer Technology and is involved in TVEI. The vacancy should appeal to an ambitious teacher with vision and enthusiasm.

Further details and application forms from the Headmaster Tel: Bracknell 491[illegible]

Closing date: 9th March.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (49449) [illegible]

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14
Mixed Comprehensive
Required as soon as possible a qualified and enthusiastic teacher, Scale 1, for Physical Education and able to offer Economics as a second subject.

For further information please refer 'Secondary, Scale 1, Physical Education.' (48967) [illegible]

ESSEX
LOUGHTON COUNTY HIGH SCHOOL
Alderton Hill, Loughton [illegible] 3JA
Tel: 01-508 1173
(Roll 727)
TEACHER OF BUSINESS STUDIES, Scale 1
Required immediately [illegible] teach Typewriting and [illegible] skills.

Apply to Headmistress (foolscap s.a.e. [illegible]) (44001)

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
Voluntary Aided Co-educational Day and Boarding [illegible] 11-18 (180 in Sixth Form) [illegible] Assistant Teacher of Economics and Business Studies [illegible] September, 1987. [illegible]

Mainly 'A' Level [illegible] knowledge of [illegible] Technology would be [illegible] able. Interest in [illegible] curricular activities [illegible]

Applications [illegible] A.D. Ogilvie, M.A. [illegible] ter, St. George's, Harpenden, Carlton Road, [illegible] AL5 4TD. (488[illegible])

SECONDARY ECONOMICS & BUSINESS STUDIES

continued

HAVERING
THE LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary aided 6 F.E. Mixed. 250 in Sixth Form
SCALE 1
Teacher of ECONOMICS required, starting in the summer term or in September. The Economics Department has four staff and is innovative and enthusiastic. The post offers the opportunity to an existing teacher to broaden his or her experience and possibly to lead on one of the economics general educational courses, but a beginner would be equally welcome. Economics is taught as an introductory course in the Third Year and as part of a compulsory Life Skills course in the Fourth and Fifth Years. GCSE Understanding Industrial Society is a very popular 4th/5th Year option. Economics 'A' level is taught to six large groups who are hardworking and enthusiastic. Results are excellent. The Economics 14-16 project is used and curriculum innovation is encouraged. The Department encourages participation in local and national economics simulation games and help with these would be appreciated. There could also be an opportunity to teach Politics to 'A' level.

New entrants to the profession may apply as may those interested in temporary or part time posts.

Applications to the Headmaster with full c.v. and names of two referees. London Allowance £726. Help with removal expenses in approved cases. (48687) 132222

HOUNSLOW
FELTHAM COMMUNITY SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
(Roll: 1325, Sixth Form 125)
HEAD: Paul M. Grant, B.Sc., Dip.Ed.
REQUIRED for September, 1987 or earlier if possible, a teacher to join the Business Studies Department (Scale I). Feltham Community School is a purpose-built Community School. The Business Studies Department has its own suite of four specialist rooms, one of which has been equipped with a network of Nimbus computers. The Department comprises four-full time teachers and many part-time staff teaching pupils and adults in the evening. The Department offers a wide range of courses including 'A' level Economics and Business Studies, GCSE Economics and Accounts, City and Guilds 365, C.P.V.E., Typewriting to Pitman Intermediate, Office Skills and Computer Applications. The post would suite an expeirenced teacher seeking wide experience in a Community School or a new entrant to the profession. There are excellent opportunities for career development within School and Community. Every member of staff is attached to a Year and is expected to contribute to the life and work of that Year.

LONDON ALLOWANCE PAYABLE £795.

Letters of application (no forms) to the Head within seven days, giving details of qualifications, experience and the names and addresses of two referees.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (48161) 132222

HOUNSLOW
LONGFORD SCHOOL
Tachbrook Road, Feltham TW14 9PC
(Group 11)
11-18 Mixed Comprehensive
No. on Roll: 893, 6th Form: 60
Headteacher: Mr P. Smart (Acting)
REQUIRED for March 1987 a temporary teacher for 1¼ terms for the Business Education Department, to teach ECONOMICS to 'O' and 'A' level and to contribute to PRE VOCATIONAL COURSES. Part-time may be considered.

Applicants should apply by letter to the school. Closing date 2nd March 1987.

London Allowance £795 per annum.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (48162) 132222

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern, Worcestershire WR14 3BA
Independent Boarding School for 550 girls with a Sixth Form of 180
REQUIRED FOR SEPTEMBER 1987 Experienced Economics graduate to be responsible for establishing Economics in the curriculum (G.C.S.E. and Advanced Levels and general) and to teach another subject. An interest in any of the following would be an advantage - Business Studies, Information Technology, Politics, Careers. Burnham Scale post according to experience. Residential or Non-residential.

Applications with curriculum vitae and the names and addresses of two referees to the Headmistress as soon as possible. (48[illegible]) 132222

English

Heads of Department

LONDON N21
PALMERS GREEN HIGH SCHOOL
Please see main advertisement under independent section. (48661) 132418

SUFFOLK
COUNTY COUNCIL

CHANTRY HIGH SCHOOL

Mallard Way, Ipswich IP2 9LR

11-18 mixed comprehensive - roll 1421

Required September 1987, a suitably qualified and experienced teacher to be HEAD OF ENGLISH SCALE 4, and to assume the leadership of a strong progressive department.

Application forms and details obtainable from the Head at the School, s.a.e. please. Closing date for applications 9th March 1987. (44008) 132418

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Mixed Comprehensive 11-18. Roll 950
Required April 1987, teacher of ENGLISH to work mainly with examination groups in years 4 to 6. This is a temporary one term appointment.

Scale 2 may be available for a suitably qualified and experienced candidate able to assume responsibility for the Upper School library.

London Allowance, £726.

Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers of two referees to the Head Teacher at the School as soon as possible.

An equal opportunity employer. (48968) 132420

ESSEX
GABLE HALL SCHOOL
Southend Road, Corringham, Stanford-le-Hope SS17 8JT
Tel: Stanford le Hope 671526
(Roll 1200; 11-16
ENGLISH/DRAMA, Scale 2
(London Fringe Allowance)
Responsibility for Drama to examination level within progressive, well equipped English Department. Interest in Mass Media Studies advantageous. Relocation allowances payable in approved cases.

Apply in writing with two referees and curriculum vitae (foolscap s.a.e. please). (48695) 132420

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Mixed Comprehensive 11-18
Required April 1987, teacher of English to work mainly with examination groups in Years 4 to 6. Temporary one term appointment.

For further information please refer 'Secondary, English, Scale 2 posts'. (48878) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Rd., Enfield EN1 1HQ
Tel: 01-360 3158
Mixed Comprehensive. Roll 1300
Required as soon as possible, temporary teacher of ENGLISH, Scale 1, for this well-established school close to Green Belt. This is a strong department with excellent results to 'A' level.

This is a temporary appointment to cover maternity leave. Part-time applications also welcome.

London Allowance, £726.

Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.

An equal opportunity employer. (48876) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. IGNATIUS LOWER SCHOOL
Enfield Road, Enfield EN2 7HN
(Boys 11-13)
Roll: 320
Required Summer Term 1987 only.

Teacher of ENGLISH with some DRAMA (Scale 1). The school has a fine reputation in the area of extra curricular activities.

Visits always welcomed. Tel: 01-363 6296.

London Allowance £795 per annum payable.

Full details to the Headmaster, from whom further particulars are available.

An equal opportunity employer. (49478) 132422

ESSEX
DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton, Essex IG10 2LD
(Voluntary Aided, 5-form entry, coeducational comprehensive, 180 in Sixth Form)
Required for September 1987 a suitably qualified teacher of English (Scale 1 plus London Fringe Allowance). Candidates should be willing to teach across the age and ability range. Applications from new entrants to the profession are very welcome.

Apply to the Headmaster at the School for Further Details and Application Form. (48271) 132422

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea SS2 4BU
Tel: 0702 68000
(Roll 1200)
TEACHER OF ENGLISH, Scale 1
Required September, well qualified, enthusiastic teacher, to teach throughout school in large well established department. Ideal post for beginner. Closing date: 12th March, 1987.

TEMPORARY TEACHER OF ENGLISH, Scale 1.

Required for the Summer Term to cover a period of maternity leave. Well equipped, flourishing department.

For both above posts send letter of application with full details and c.v. to Headteacher as soon as possible (foolscap s.a.e. please).

GREENSWARD SCHOOL
Greensward Lane, Hockley
Tel: Southend 202571
(Roll 945)
TEACHER OF ENGLISH, Scale 1
Required Summer Term, to work in a well established department. One term temporary appointment to cover for secondment.

Write directly to the Headteacher from whom further details are available (foolscap s.a.e. please). (48699) 132422

HAVERING
LONDON BOROUGH OF HAVERING
EMERSON PARK SCHOOL
Wych Elm Road, Hornchurch RM11 3AD
Tel: Hornchurch 43773
Headteacher: J.A. Fowler, M.A.
(Roll 955 Mixed)
Required for September 1987, a Scale 1 teacher to share the work of the English Department. The post involves teaching up to GCSE Level in a lively department with a tradition of scholarship and creative writing. Applications are welcomed from experienced teachers as from new entrants to the profession.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (48682) 132422

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester LE4 4GH

(14-18)

N.O.R.: 958

SCALE 1

SUBJECT: ENGLISH

Required immediately a graduate teacher of English to take over C.S.E. 'O' and 'A' level classes for the rest of the academic year. The vacancy arises owing to illness and maternity leave.

Please contact the Headteacher for further details and application forms, S.A.E. (49493) 132422

WARWICKSHIRE

NORTH LEAMINGTON SCHOOL
Park Road, Leamington Spa CV32 6LQ

Required temporarily from the beginning of the summer term, 27th April 1987, a qualified experienced teacher to offer ENGLISH and DRAMA to 'O' level during the absence on maternity leave of the present post holder.

Written applications, stating full personal details, and including the names and addresses of two referees, should be sent direct to the Principal. Enclose s.a.e.

Warwickshire is an equal opportunities employer. (48834) 132422

Geography

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells TN4 9UJ
795 girls, 189 in Sixth Form
HEAD OF GEOGRAPHY,
SCALE 3
Required for September 1987, a good Honours Graduate in Geography with experience of teaching to A and S levels and Oxford entrance and capable of leading a team in new developments.

Application by letter, including full c.v. and names and addresses of two referees to reach the Head Mistress by 2nd March 1987. (00846) 132518

Scale 1 Posts

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive, Roll 992. Sixth Form 143
London Allowance £726 payable
Nearest Tube Station High Barnet
Required Summer term only, TEMPORARY GEOGRAPHY TEACHER Scale 1, to join a department committed to a modern approach to Geography with an emphasis on residential field work. The present time table covers entire range to 'S' level. An interest in games would be an advantage. It is the policy of the school to pursue a progressive curriculum while maintaining traditional standards.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (44009) 132622

HAVERING
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7SJ
Tel: Ingrebourne 71331
Headteacher: R.J. Bracken, B.A.
(Roll 741 Mixed)
Required for April 1987, for one term in the first instance, teacher of Geography, Scale 1 to all levels.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (48899) 132622

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead, Herts. HP1 1TX
950 mixed (150 in VIth Form)
Required in September: A GEOGRAPHY graduate. Ability to teach Human and Physical Geography would be an advantage. The Southern examining Group 'A' syllabus is followed for G.C.S.E. and at 'A' level the Schools' Council 16-19 Project is being introduced from September. Ability and willingness to assist with fieldwork is essential.

Letters of application to the Headmaster as soon as possible, please. (48827) 132622

History

Heads of Department

BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: 0689 31075
For April 1987 a well qualified graduate teacher for the Humanities Faculty at this five-form entry comprehensive. The post holds a Scale 3 allowance and the successful candidate will be Head of History. The appointee will be expected to contribute to the Integrated Humanities programme taught in the First and Second Years as well as teaching History to examination classes working towards GCSE and GCE 'A' level. It would be an advantage although not essential if the appointee were able to teach the middle school course 'Understanding British Industrial Society'.

The School is housed in modern buildings on a site shared with the Ramsden School for Girls. There is a Joint Sixth Form of 200 boys and girls offering a wide range of established G.C.E. 'A' level courses.

Applications in the first instance should be in writing to the Headmaster, Mr M. Lane, B.Sc. giving details of qualifications, experience and interests as well as the names and addresses of two persons willing to act as referees and a stamped addressed envelope. The official application form and further details will be sent by return of post.

Closing date: 26th February, 1987. (48956) 132818

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
Maintained Grammar School. 920 Boys. 310 in Sixth Form
Required for September 1987 a well-qualified and experienced Graduate to be Head of the History Department in this selective school. The post is a Scale 4 appointment. Academic standards are high with most of our Advanced Level Historians going on to University. The successful candidate will be able to demonstrate both commitment to the development of G.C.S.E. course work and success up to Advanced Level and beyond.

Application forms and further information are available from the Headmaster at the above address on receipt of s.a.e. Closing date Monday, 2nd March. (48358) 132818

ESSEX
THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PU
Tel: (0206) 842211
(Roll 1250; 11-16)
HEAD OF HISTORY, Scale 3
Required September, experienced, well qualified enthusiastic teacher to Head team. Resource-based approach. Popular subject. New buildings well resourced rooms.

Application forms, further details from Headteacher, without delay (foolscap s.a.e. please). (48999) 132818

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS

Seconday

Plympton, Ridgeway School,
Moorland Road, Plympton, Plymouth, PL7 3BH. (Roll 1089)
HEADTEACHER – GROUP 12 (£22,251 – £23,700)
Required September 1987. Further details and application form from Area Educaton Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 6 March 1987.

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HEADTEACHERS

Primary

Newton Abbot, Wolborough C of E (Aided) Primary School,
Union Street, Newton Abbot, TQ12 2JU. (Roll 246)
HEADTEACHER – GROUP 4 (£12,720 – £14,175)
Required September 1987. Applicants should be committed Christians and Communicant Anglican preferred. Application form and further details available from and returnable to Mr M E Beer, Cleave, Broadhempston, Nr Totnes, TQ9 6AX. Closing date 5 March 1987.

Shute County Primary School,
Shute, Axminster, EX13 7QR. (Roll 29)
HEADTEACHER – GROUP 1 (£10,956 – £12,195)
Readvertisement
Required April 1987. Previous applicants will be reconsidered. Application forms and further details form Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter, EX1 1SO. Closing date 6 March 1987.

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DEPUTY HEADTEACHERS

Secondary

Teignmouth High School and Community College,
Exeter Road, Teignmouth, TQ14 9HZ. (Roll 1050)
FIRST DEPUTY HEADTEACHER – GROUP 11
Required September 1987 for this 11-18 mixed comprehensive school. The present holder who has been appointed to a Headship is one of three deputies in a senior management team and also has special responsibility for pastoral care throughout the school. Closing date 6 March 1987.

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DEPUTY HEADTEACHERS

Primary

Paignton, Sacred Heart RC (Aided) Primary School,
Cecil Road, Paignton, TQ3 2SH. (Roll 226)
DEPUTY HEADTEACHER – GROUP 4
Required September 1987 a committed Catholic who holds a Catholic teachers certificate and who is keen to make a significant contribution to all aspects of school life. Please indicate curricular strengths and interests. Closing date 6 March 1987.

Plymouth, Victoria Road Primary School,
Trelawny Avenue, St Budeaux, Plymouth, PL5 1RH. (Roll 331)
DEPUTY HEADTEACHER – GROUP 5
Required September 1987. In addition to the normal duties of a deputy head the successful candidate must be actively involved in all the activities in the school. The person concerned will form an integral part of the discipline structure of the school, will lead in the development on the curriculum and the co-ordination of the subjects in addition to being solely responsible for one area. Closing date 13 March 1987.

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DEPUTY HEADTEACHERS

Special

Plymouth Hospitals School,
Ward 10, Mount Gould Hospital, Plymouth, PL4 7QD. (Roll 40 per week)
DEPUTY HEADTEACHER – GROUP 3S
Required September 1987. Applications are invited from suitably qualified and experienced teachers for this post which will become vacant on the retirement of the present post holder. Applicants must be prepared to assist in the organisation and development of the school and feel confident to teach across the full age range as well as offering some subjects to examination level. Strengths in Mathematics and Computer Assisted Learning would be welcomed. Closing date 6 March 1987.

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SCALE POSTS

Secondary

Torquay Grammar School for Girls,
30 Shiphay Lane, Torquay, TQ2 7DY. (Roll 726)
SCALE 3 – HEAD OF LIBRARY/RESOURCE BASED LEARNING
Required September 1987 able to offer one of the following subjects to A level: Geography, English, French. Closing date 5 March 1987.

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SCALE POSTS

Primary

Lifton Primary School,
North Road, Lifton, PL16 0EH. (Roll 101)
SCALE 1
Required September 1987 for a class of infant/lower juniors. Please state curricular interests. This post is available under the Authority's Young Blood Scheme. Therefore only primary students who will complete their training in 1987 or recently trained teachers who have not previously obtained a full-time post may apply. Closing date 6 March 1987.

(00572)

DEVON
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER

Home Economics

Heads of Department

ESSEX
THE SWEYNE SCHOOL
Pearsons Avenue, Rayleigh
Tel: Rayleigh 773721
(Roll 1097)
HEAD OF HOME ECONOMICS/TEXTILES & CHILD CARE, Scale 3
Required September, or earlier if possible, a well qualified, fully experienced teacher to be responsible for this important area of the curriculum throughout the school.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).
(48998) 133018

HERTFORDSHIRE
HADHAM HALL SCHOOL
Little Hadham, Ware SG11 2EB
Tel: Albury 335
11-18 co-educational, all-ability, 360 pupils
Required for September 1987 HEAD OF HOME ECONOMICS, Scale 3, London Fringe Allowance.

The department teaches Home Economics: Food to GCSE and GCE 'A' level, Child Development to GCSE level and Textiles. It is housed in a large, attractive, well-equipped block which contains principally two Home Economics: Food areas and a Textiles room with associated accommodation.

The post offers an excellent opportunity for an enthusiastic, well-qualified and experienced teacher to take over the leadership of a well-established and highly successful department.

Hadham Hall is three miles to the west of Bishop's Stortford.

Apply as soon as possible by letter giving full curriculum vitae and names and addresses of two referees to the Headmaster, from whom further details are available.
(49453) 133018

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury, Kent
(820 girls)
Teacher required for September to join a flourishing and forward-looking department to teach GCSE Home Economics Food and Home Studies. An interest in Textile Studies would be an advantage. A possibility of 'A' level Home Economics teaching exists.

Applications particularly welcome from teachers seeking first appointment.

Details may be obtained from the Head Teacher (0227 463711) to whom a letter of application should be written stating qualifications and experience in full, and giving the names of two referees. Candidates who provide a second s.a.e. will hear by 31st March.
(00847) 133020

Scale 1 Posts

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
New 11-18 Co-educational
Roll: 1231; Sixth Form: 180
Required September, 1987, a HOME ECONOMICS Specialist - Scale 1 to teach Child Development and Food Studies up to GCSE level.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (49480) 133022

BEDFORDSHIRE
DENBIGH HIGH SCHOOL
Alexandra Avenue, Luton, Beds.
Tel: 36611
Required for April, 1987, temporary to cover maternity leave, a teacher of Home Economics, Scale I. Part-time considered.

Application forms available from and returnable to the Headmaster. S.A.E. please.

Hertfordshire is an Equal Opportunities Employer.
(49462) 133022

EAST SUSSEX
MARGARET HARDY SCHOOL FOR GIRLS
Ladies Mile Road, Brighton BN1 8PB
Girls' comprehensive, 11-16.
Roll: 764
From April 27, 1987: experienced Teacher of Home Economics (Scale 1). The successful candidate will offer child care and development, in addition to Home Economics.

Relocation grants in approved cases.

Application forms (sae please) from and returnable to the Head Teacher.
(48584) 133022

Mathematics

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
BRUDENELL SCHOOL (GIRLS)
Stanley Hill, Amersham
Headmistress: Mrs M. Stephenson, M.A.
N.O.R. 470
Required for September 1987, Head of Mathematics Department to teach the subject to GCSE level.

Application form and details from the Headteacher at the school on receipt of stamped addressed envelope.

Closing date: 13th March 1987. (44808) 133418

SUTTON
LONDON BOROUGH OF SUTTON
ST PHILOMENA'S SCHOOL
Pound Street, Carshalton, Surrey SM5 3PS
Tel: 01-642 2025
(R.C. Comprehensive School for Girls 11-18)
HEAD OF MATHEMATICS - SCALE 4
A well qualified and able teacher with substantial experience to be Head of Department and to teach Mathematics up to including 'A' level. The successful candidate will be an enthusiastic and enterprising teacher with management skills.

Applications by letter to the Headteacher with c.v. and names and addresses of two referees. (49446) 133418

Scale 2 Posts and above

CROYDON
LONDON BOROUGH OF CROYDON

ARCHBISHOP TENISON'S SCHOOL
Selbourne Road, Croydon, Surrey CR0 5JQ

Tel: 01-688 4014

(Voluntary Aided 11-18 M)

Tenable: 1st September 1987.

Required for September 1987, graduate to teach Mathematics across the whole age range at the school.

Salary Burnham Scale 2 with London Area Allowance.

Please send s.a.e. for application form; from and returnable to the Headmaster at the above address. (44219) 133420

ESSEX
TORELLS SCHOOL
Buxton Road, Grays
Tel: 0375 371331
(Roll 720)
2ND IN MATHEMATICS DEPARTMENT, Scale 3
Required for this 11-16 Comprehensive School. Interest in and knowledge of working with children with Special Educational Needs. Relocation allowances in approved cases.

Details of post from Headteacher (foolscap s.a.e. please).

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: 0268 552536
(Roll 1450)
MATHEMATICS, Scale 2
Required April, experienced Mathematician to join well established department. Rented accommodation possible. Relocation allowance payable in approved cases.

Apply before 28th February by letter to Headteacher with c.v., names of two referees and telephone number (foolscap s.a.e. please).
(48694) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate
Roll 566
Required, from September 1987, a well-qualified, experienced teacher of Mathematics, to teach throughout the school to Advanced Level and to be responsible for Mathematics Department Record Keeping and Resources. A Scale 3 post is available.

Further details may be obtained from the Headmistress (s.a.e. please) to whom letters of application, together with names and addresses of two referees, should be forwarded by Monday, 16th March.
(00848) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER ADVISER IN GRAPHIC DESIGN (MATHEMATICS DEVELOPMENT) - SCALE 3
An experienced teacher with a strong interest in the design and layout of teaching materials is required to join Kent's well established mathematics advisory team. The post is funded under the DES Education Support Grant Scheme and will operate until July 1988. This vacancy could be filled either by direct appointment with a guaranteed post after July 1988 or by secondment from an existing post.

A detailed job description and further details can be obtained from the County Education Officer, Education Department, Springfield, Maidstone. Applications should be returned by 27th February 1987.
(00845) 133420

LONDON SW6
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX
Tel: 01-385 0102
The school is a voluntary-aided school in the trusteeship of the Fathers of the London Oratory. There are 1100 boys and 80 girls in the school, including over 280 pupils in the sixth form. Girls are only admitted to the sixth form
The Governors invite applications for September 1987 for the post of

Second in the Mathematics Department (Scale 3).

Further details may be obtained from the Headmaster's Secretary.

Applicants should submit a full curriculum vitae, naming two referees, to the Headmaster by Friday, 13th March 1987. (48809) 133420

Scale 1 Posts

BEDFORDSHIRE
VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds.
Tel: 376238
Required for September, 1987, a teacher to join a team of ten qualified mathematicians at this modern well equipped Upper School. Opportunities to teach Sixth Form. Three computer laboratories. Scale 1.

Application forms available from and returnable to the Headmaster. S.A.E. please.

Bedfordshire is an Equal Opportunities Employer.
(49463) 133422

BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
For April 1987 or earlier at this Six-form entry Co-educational 11-18 years School, MASTER/MISTRESS to teach MATHEMATICS, Scale 1 plus £795 London Weighting. Full or part-time appointment available for one term only. It is hoped to recruit an able and enthusiastic teacher who will be interested in examination work and enjoy working in a disciplined and responsive environment.

Application forms and further details available from/returnable to the Headteacher (large SAE) by 9th March, 1987. (48871) 133422

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, University Honours Graduate to teach Mathematics throughout the School to Advanced and University entrance level. The School has a strong Mathematics Department with a large number in the sixth form studying the subject. The post would be suitable for either a well qualified beginner or an experienced teacher.

Salary according to qualifications and experience. Scale II or III for a suitable candidate.

Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (44237) 133422

EAST SUSSEX
BEACON SCHOOL
East Beeches Road, Crowborough TN5 2AS
Comprehensive mixed, 11-18.
Roll: 1,800
From September, well-qualified Teacher of Mathematics (Scale 1, Scale 2 available for suitable candidate) to teach across the full age and ability range including 'A' level work. SMP 11-16 Scheme is used. Applications are invited from newly qualified teachers.

Relocation grants in approved cases.

Application forms and further details (sae please) from and returnable to the Headteacher.
(44223) 133422

ESSEX
WESTCLIFF HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff-on-Sea
(Roll 797)
Tel: (0702) 75443
MATHEMATICS TEACHER
Scale 1
Required September, graduate to teach in this selective school. SMP Course. Over 100 taking 'A' level Mathematics. Good opportunities for new entrant.

Apply to Headteacher enclosing c.v. and quoting two referees (foolscap s.a.e. please).

WEST HATCH HIGH SCHOOL
Chigwell IG7 5BT
Tel: 01-504 8216
(Roll 1064)
MATHEMATICS TEACHER, Scale 1
(London Fringe Allowance)
Required Easter or September, 1987, to teach across age and ability range. 'A' level teaching could be available. Could suit new entrant.

Apply by letter or telephone (foolscap s.a.e. please).
(48698) 133422

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
Tel: Hornchurch 47368
Headteacher: Mrs. J. Irwinhunt, M.A.
(Roll 1126 Girls)
Required for September 1987 Scale I teacher of Mathematics to teach throughout this 11-18 Girls' Comprehensive School. Girls are taught in banded groups in the Lower School and in ability streams in the Upper forms. Extensive computer facilities are available. This is an opportunity to join a progressive and lively mathematics team.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (48684) 133422

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford
Required April or earlier if possible, Teacher of MATHEMATICS. A temporary part time contract for the current academic year could be available. Scale 1 + London fringe allowance £282.

Teaching to GCSE level but A level work could be available to the successful candidate, but applicants with a special interest in main school teaching would be suited to the demands of the current timetable. The department has very good results and offers Herts Achievement Test work to a small number of 5th formers and a full range of A levels in the 6th form.

Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. Help with removal expenses. (48806) 133422

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
Tel: 0707 43441
Voluntary Aided, Founded 1613
Trustees: The Worshipful Company of Brewers
Number on roll: 1,070 (mixed) 160 Sixth Form
Required for September, 1987, a graduate teacher of Mathematics (Scale 1 plus London Fringe Allowance) to teach the subject across the 11-18 age and ability range, and to join a strong department with an outstanding success record in public examinations and university entrance. The Governors are seeking a fully committed and enthusiastic teacher who will make a significant contribution to the department and to the school.

Excellent facilities are available on a Green Belt site, with easy access to Central London.

Applications (plus full c.v. and names of two referees) to The Head Master, Mr. D.M.W. Bolton, M.A. (Oxon), at the school. Further details available. (48862) 1334[illegible]

LINCOLNSHIRE
KING EDWARD VI SCHOOL
Edward Street, Louth, Lincolnshire LN11 9LL
Tel: Louth 603583
(Group 10, 14-18, Roll 520, including 250 in 6th Form)
Required for September 1987, graduate Mathematician (Scale 1) to teach throughout the school. GCSE, A, AS, and Oxbridge Level, together with CPVE and AO courses are offered by a very strong department, which has its own computing and video facilities. An interest in Information Technology, CAL in Mathematics and extra curricular activities would be welcomed.

Accommodation is available for staff prepared to accept boarding and supervision duties.

SAE to Headmaster for form and details. (Tel: Louth 603583).

Closing date 6.3.87.
Ref. T.275. (48589) 133422

LONDON E2
RAINE'S FOUNDATION SCHOOL
Approach Road, London E2 9LY
Tel: 01-981 1231
(V.A. C of E S.M.)
Required for April or September teacher of Mathematics (Scale 1 plus Inner London Allowance). The SMP Course is taught throughout the first five years. In this CE school applicants are welcome irrespective of religion.

Apply by letter direct to Headmaster, enclosing c.v. and details of two referees.
(48819) 133422

NORFOLK
COUNTY COUNCIL

CENTRAL AREA EDUCATION OFFICE

SPROWSTON HIGH SCHOOL
Cannerby Lane, Sprowston, Norwich NR7 8NE

MATHEMATICS (Scale 1)

Required for Easter or September, 1987.

Letters of application with full c.v. and names and addresses of two referees direct to the Headmaster at the School.
(49487) 133422

NORTH TYNESIDE
COUNCIL
EDUCATION DEPARTMENT
LONGBENTON COMMUNITY HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle Upon Tyne NE12 8ER
Required for 1st September, 1987.

SCALE 1 TEACHER OF MATHEMATICS throughout the School including 'A' and 'S' Level work. Commitment to comprehensive education and Community Education essential.

Application forms are available on receipt of a stamped, addressed envelope from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.
(48654) 133422

SUFFOLK
COUNTY COUNCIL

KIRKLEY HIGH SCHOOL
Kirkley Run, Lowestoft NR33 0UQ

13-18, Roll 1220

Required for September 1987, a Teacher of Mathematics, Scale 1, to join a progressive and successful department. SMP Mathematics is taught to GCSE level. This is a TVEI school.

Application forms and further details available from the Head Teacher at the school concerned (SAE please) to whom they should be returned.

Closing date: 6th March 1987. (44206) 133422

SURREY
GUILDFORD HIGH SCHOOL
London Road, Guildford GU1 1SJ
(Church Schools Company Ltd)
MATHEMATICS required for September in thriving mathematics department.

See Independent Section.
(48707) 133422

SUTTON
LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
MATHEMATICS - SCALE 1
Required for September, 1987 a teacher of Mathematics to join a large and successful department. SMP 11-16 course is followed by all pupils in years 1-5. Sixth form courses lead to GCSE and 'A' level in Pure and Applied Mathematics and Statistics. Greenshaw is an excellently equipped, purpose built 12-18 co-educational comprehensive school, which is well established and flourishing.

Application by letter to the Headteacher with c.v. and names and addresses of two referees, as soon as possible, enclosing s.a.e.
(49448) 133422

SUTTON
LONDON BOROUGH OF SUTTON
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey SM3 8PW
Tel: 01-644 5790
MATHEMATICS - SCALE 1
Required for September 1987 a master/mistress to teach Mathematics in this selective, six form entry school, which has a computer centre. Courses are taught to CSE, 'O' and 'A' levels. The school has an established sixth form.

Application, by letter to the Headteacher, with c.v. and names and addresses of two referees. (49439)

WARWICKSHIRE

MYTON SCHOOL
Myton Road, Warwick CV34 6PJ

Temporary suitably qualified teacher of MATHEMATICS required from the beginning of March to the end of autumn term 1987 to cover maternity leave. Courses across the entire age and ability range up to 'O' and 'A' level, CSE and GCSE. An opportunity to work with a large and successful department.

Further details and application forms are available from the Head to whom completed forms should be returned as soon as possible.

Warwickshire is an equal opportunities employer
(48836)

Modern Languages

Scale 2 Posts and above

ESSEX
ELMBRIDGE SCHOOL
See our ad. for Teacher of French, under Secondary Scale 1. (48693)

LONDON NW6
ST. AUGUSTINE'S SECONDARY SCHOOL
Oxford Road, London NW6 5SN
Required from April, 1987 an enthusiastic teacher initially for one term to cover confinement leave. Applicants should be able to teach French and Spanish to examination level. The possibility of a scale is available for a suitable candidate with the necessary experience and qualifications. Applicants should be in sympathy with the Christian aims of the school.

Apply in writing to the Headteacher giving CV and referees. Application forms will be sent in reply.
(48627)

Scale 1 Posts

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
New 11-18, Co-educational
Roll 1231; Sixth Form 180
Required April or September 1987 a LINGUIST - Scale 1 to teach any or all of French, Spanish, Latin and Classical Studies to 'A' level standard.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (49481)

BERKSHIRE
NEWLANDS SCHOOL
Farm Road, Maidenhead SL6 5JB
NOR: 1051
Required as soon as possible a Scale 1 teacher of German to work in a strong modern languages Department and able to teach to Advanced level. It would be an advantage to the candidate to offer some French.

Please apply immediately by letter with full c.v. and the name of two referees to the Headmistress.

Closing date: 9th March.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (49442)

BUCKINGHAMSHIRE
MILTON KEYNES AREA
DENBIGH SCHOOL
Cornwall Grove, Bletchley, Milton Keynes MK3 7EU
(Headteacher: E.J. Corrie M.A.)
(Mixed comprehensive 1050 pupils approximately)
Required from September 1987 a modern linguist offering French and German to GCSE level and one language to 'A' level. Scale One.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms from the Headteacher available on receipt of a foolscap stamped addressed envelope. (48820)

Mid Glamorgan
COUNTY COUNCIL
EDUCATION DEPARTMENT

TEACHING STAFF

CYNON VALLEY DISTRICT

ABERDARE GIRLS' COMPREHENSIVE SCHOOL

HEAD OF MATHEMATICS

Required for September 1987, a good Honours Graduate in MATHEMATICS to be Head of Department. The successful candidate will be an experienced teacher and will be required to co-ordinate the work of a large and flourishing department and to teach across the ability range of the whole school up to and including A and S Level. Scale 4 for suitable candidate.

Application forms to be returned by 6th March, 1987 obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, Old Boys Grammar School, Hirwaun Road, Trecynon, Aberdare, CF44 8DY, Tel Aberdare (0685) 877755.

AN EQUAL OPPORTUNITIES EMPLOYER

(13171)

SECONDARY MODERN LANGUAGES

continued

ENFIELD
LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield, Middx. EN3 5PA
Roll 1180.
Tel: 01-804 6946
Required immediately, until end of Summer Term, temporary full-time teacher of FRENCH, Scale 1. The Department uses the Tricolore course and is fully equipped with a full range of aids to teach a foreign language.

London Allowance, £726.

Applicants should apply by letter, or telephone the Headmaster at the school, as soon as possible.

An equal opportunity employer. (48879) 133622

ESSEX
ELMBRIDGE SCHOOL
Fyfield, Nr. Ongar
Tel: Fyfield 207
(Roll 250)
TEACHER FOR FRENCH.
Scale 1/2
Required September, 1987. Scale according to experience. Elmbridge is a wholly boarding school for mainstream boys 11-16 years. Accommodation will be provided with boarding duties allowance of £1,911 p.a. and Fringe Allowance £282 p.a.

Application forms and further details from the Headmaster, W.K. Leighton Esq., returnable as soon as possible (foolscap s.a.e. please).
(48697) 133622

HAVERING
LONDON BOROUGH OF HAVERING
FRANCIS BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
Tel: Hornchurch 47368
Headteacher: Mrs. J.R. Irwinhunt, M.A.
(Roll 1126 Girls)
Required for September 1987 a Scale 1 teacher of German. German is taught as a second language with Spanish to all abilities in this 11-18 Girls' Comprehensive School. An ability to teach a small amount of English and French would be an advantage.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (48683) 133622

HERTFORDSHIRE
SIR FREDERICK OSBORNE SCHOOL
Herns Lane, Welwyn Garden City AL7 2AF
Tel: 0707 323367
Required temporary for the summer term 1987 only, a teacher of French, full time, Scale 1 to join an active department much involved in graded tests and other initiatives (e.g. TVEI).

Please apply as soon as possible by letter to the Head at the School, including full curriculum vitae and names and addresses of two referees. (49458) 133622

LONDON NW6
ST. AUGUSTINE'S SECONDARY SCHOOL
Oxford Road, London NW6 5SN
Required as soon as possible a part-time teacher 0.5 to teach Spanish initially to beginners. This is a temporary appointment in the first instance. The ability to teach French or German would be an advantage. Applicants should be in sympathy with the Christian aims of the school.

Apply in writing to the Headteacher giving CV and two referees. Application forms will be sent in reply.
(48628) 133622

NORFOLK
COUNTY COUNCIL

KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB

(Group 12) Roll 1317 mixed 11-18 years (190 sixth form)

Required April 1987 Scale 1 French, ability to offer German an advantage.

Apply by letter giving names of two referees and tabulated c.v. to the Headmaster as soon as possible. Further particulars are obtainable (s.a.e. please). (49473) 133622

SURREY
ST. JOHN'S SCHOOL
Leatherhead
Modern Linguist required for September 1987. Details Page 61. (48491) 133622

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

SADDLEWORTH COMPREHENSIVE SCHOOL
High Street, Uppermill, Oldham OL3 6BU

TEMPORARY SPANISH/FRENCH TEACHER - Scale 1

Required for 1 term to commence Easter 1987. Applicants who can offer part-time Spanish only will be considered also.

Applications by letter to the Head at the School including full c.v. and names and addresses of 2 referees by 6th March 1987.

An Equal Opportunities Employer.

Assistance with Local Authority housing available. (48669) 133622

WALSALL
QUEEN MARY'S GRAMMAR SCHOOL
Sutton Road, Walsall, West Midlands WS1 2PG
Tel: 0922 24696
(Voluntary-Aided Selective Boys' Grammar School: 180 in Sixth Form)
Required for September 1987 Teacher of French and German, Scale 1 post. Ability to help with rugby or hockey a recommendation.

Applications by letter, with the names of two referees, to the Headmaster, at the school. Closing date: 16th March, 1987. (48152) 133622

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

The following are required for 1st May, 1987, unless otherwise stated and the closing date is 5th March, 1987.

Secondary

Forms/further details from/to Headteacher at the School. SAE please.

Re-Advertisement
BLACKPOOL GREENLANDS HIGH
Bispham Road, Blackpool (1,069 on Roll including 49 in 6th Form)
Required 1st September, 1987
TWO POSTS (BOTH SCALE 3)
1. HEAD OF CAREERS
2. HEAD OF DEPARTMENT OF DANCE AND DRAMA

LANCASTER RIPLEY ST THOMAS' CE (AIDED)
Ashton Road, Lancaster (1,260 on Roll. 11-18 Mixed)
Required 1st September, 1987
SCALE 1 – PHYSICS

Re-Advertisement
THORNTON CLEVELEYS MILLFIELD COUNTY HIGH
Church Road, Thornton Cleveleys, Blackpool (1,011 on Roll)
Required 1st May, 1987 or 1st September, 1987
SCALE 1 – PHYSICAL SCIENCE/MATHEMATICS

Re-Advertisement
BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool (1,761 on Roll including 622 in 6th Form)
Required 1st September, 1987
TWO POSTS (BOTH SCALE 1 – ABILITY TO TEACH TO 'A' LEVEL)
1. BUSINESS STUDIES
2. SCIENCE SUBJECTS

SKELMERSDALE GLENBURN HIGH
Yewdale, Southway, Skelmersdale (910 on Roll)
Required 1st May, 1987 or as soon as possible
TWO POSTS (BOTH SCALE 1)
1. SPECIAL NEEDS
2. GENERAL SUBJECTS (LOWER SCHOOL)

ROSSENDALE ALL SAINTS RC HIGH (AIDED)
Haslingden Road, Rawtenstall, Rossendale (500 on Roll)
Required 1st May or 1st September, 1987
TWO POSTS (BOTH SCALE 1)
1. MATHEMATICS
2. BUSINESS STUDIES WITH MATHEMATICS

(18166)

Music

Heads of Department

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
BROADOAK COMPREHENSIVE
Warburton Lane, Partington, Urmston, Manchester M31 4BY
Tel: 061-775 4123, 061-775 4771
SCALE 2 HEAD OF MUSIC
Required from Easter or as soon as possible thereafter to be responsible for Music throughout the School.

Interest in performing arts desirable.

Application forms available from the Head.

Closing date: 6th March 1987. (44103) 133818

Scale 2 Posts and above

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

LEASOWES HIGH SCHOOL & COMMUNITY COLLEGE
Kent Road, Halesowen, West Midlands B62 8PJ

(11-16 co-ed. comp. Group 11)

Required September, 1987 well qualified and enthusiastic TEACHER of MUSIC (Scale 3) for this 11-16 community school which will have excellent new music facilities in September. Post offers challenging and exciting opportunities.

Details/Application forms from and returnable to Principal by 6th March.
(48785) 133820

Scale 1 Posts

BERKSHIRE
RANELAGH CE (AIDED) SCHOOL
Ranelagh Drive, Bracknell, Berks.
Required September 1987, a (Scale 1) music teacher. A well-qualified musician is sought who can teach class music up to GCSE level and possibly to Advanced level; and who can offer at least one other subject. The school has a high reputation for choral and instrumental music and a major contribution to extra-curricular activity will be greatly welcomed. This is a voluntary aided CE comprehensive school.

Further details and application form from Headmaster (SAE) - Bracknell 421233.

Closing date: 9th March.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (49451) 133822

ESSEX
THE PARK SCHOOL
Rawreth Lane, Rayleigh SS6 9RN
Tel: Rayleigh 781322
(Roll 611)
TEACHER OF MUSIC, Scale 1 or 2
To continue the development of a music course, strongly practical in its approach and involving the whole of the Lower School and to prepare pupils for 'O' level. Excellent facilities; hardware. Post could interest strong probationer. Easter or September start.

Letter of application to Headteacher should include names of referees and details of experience (foolscap s.a.e. please). (48700) 133822

CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)

BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton, Peterborough, Cambs. PE3 8DF

Tel: Peterborough 266975

Principal: Mr. J.L. Gribble, B.A.

GROUP 11

Required for April, 1987:-

An enthusiastic and energetic temporary teacher of Music (to cover Maternity Leave) to join a lively and exciting Performing Arts Team - Scale 1.

The present teaching commitment consists of tutorial responsibilities plus Music teaching within the Integrated Performing Arts programme with years 1-4 and examination teaching (G.C.E./C.S.E. and 'A' level) with years 5-6.

For further details please write immediately to the Principal at the above address (s.a.e.). Closing date: 13th March, 1987.
(44011) 133822

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
Tel: Hornchurch 47368
(Roll 1126 Girls)
Required for September 1987 a Scale 1 teacher of Music. Music is taught throughout the school. An accomplished pianist with an interest in modern music, who is willing to contribute to a wide range of curriculum activities is needed.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (48681) 133822

HOUNSLOW
THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middlesex TW4 5HU
Tel: 01-572 4411
Head: Geoffrey J. Samuel, J.P., M.A., F.B.I.M., F.R.S.A.
Roll: 1160 (including Sixth Form of 181)
Required for April 1987 (for one term only in the first instance)

TEACHER OF MUSIC (Scale 1).

The successful applicant will join a lively and flourishing Department. Music is taught to all pupils in the first Three Years and there are well established courses for GCE, CSE and 'A' level. The school is currently involved in a joint 16+ examination. Instrumental tuition is provided by ten peripatetic teachers. Extra curricular activities include the orchestra and band as well as various instrumental groups and choirs. There will be an opportunity for the successful candidate to contribute to the full range of work.

Applications will also be accepted from teachers interested in offering part time work.

Letters of application (no forms) within 7 days to the Head giving details of qualifications and the names of two referees.

London Allowance £795 per annum.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(48160) 133822

Physical Education

Heads of Department

DERBYSHIRE
REPTON PREPARATORY SCHOOL
Please see main advertisement under Preparatory Section.
(48653) 134218

Scale 2 Posts and above

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex RM6 4RS

Tel: 01-599 2600/6283

Head: Mrs D. Watkins, B.Ed.

Required for April 1987 a teacher-in-charge of Girls' Physical Education (Scale 2) for this single-site, 11-16 mixed comprehensive school. Facilities include well-equipped gym and sports hall. The subject is well-regarded in the school and there is a full and well supported programme of extra-curricular activities. Pupils from the school regularly participate in courses at the LEA's Outdoor Pursuits Centre near Ross-on-Wye.

The post is on Scale 2 with Outer London Allowance: assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.

Applications by letter, including C.V. and names and addresses of 2 professional referees to the Headteacher at the school as soon as possible. (44031) 134220

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 2HX
Tel: Dartford 348231/6
Roll: 1600, Sixth Form approx. 200. Formed 1967.
Bilateral Co-educational
Required for April 1987 a teacher of Physical Education (Girls) Scale I. The Department is large and well established supporting a very wide range of curricular and non-curricular activities with an extensive commitment to competitive sport at all levels. Candidates should state their own special interests.

Further details and application forms available from the Headteacher. Please enclose foolscap s.a.e. (44214) 134222

BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 2767
For April or September 1987, a teacher for Girls' Physical Education and Games at this six form entry co-educational 11-19 years school. Scale 1 plus £795 London Weighting. It is hoped to recruit an able and enthusiastic teacher who will be interested in assisting with a wide range of Physical Education activities. The school enjoys good facilities which include a Sports Hall, Gymnasium and extensive playing fields with tennis and squash courts.

Application forms and further particulars may be obtained from Dr. J.S. Leeming (please telephone), to whom completed forms should be returned by 9th March, 1987. (48868) 134222

CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)

STANGROUND SCHOOL
Peterborough Road, Farcet, Peterborough PE7 3BW

Tel: Peterborough 64071

(11-18 Co-educational)

Head Teacher: Mr B.C. Barker, M.A., M.Phil.

GROUP 11

Required for September, 1987:-

An enthusiastic teacher of Physical Education with a wide range of interests and skills to join a successful and active department teaching all pupils 11-18. Scale 1 post.

Possible housing assistance.

Further details and an application form the Head Teacher at the above address (s.a.e. please). Closing date for receipt of applications 9th March.
(48587) 134222

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

SECONDARY SCHOOLS

Bodmin School,
Lostwithiel Road, Bodmin, Cornwall. PL31 1DD. Group 12. NOR 1126. Sixth Form of 183.

Mathematics: Scale 1
Required for September, a teacher of Mathematics to teach across the age and ability range.
Application forms/further details available from the Headteacher of the school on receipt of SAE.

Budehaven School,
Valley Road, Bude, Cornwall. EX23 8QD. Group 11. NOR 960. Sixth Form of 110.

Home Economics: Scale 1
Required for September 1987. An enthusiastic teacher of Home Economics. A broad based course leads to G.C.S.E. "Family Home and Food" and the successful candidate will be committed to all aspects of the course (food, fabrics, child care), with the opportunity for appropriate specialised Sixth Form teaching.
Application forms/further details available from the Headteacher of the school on receipt of SAE.

German and French: Scale 1
Required for September 1987. A well qualified teacher to join a Department of five modern linguists and share the teaching of German (to Advanced level) with French (in the Lower school).
Application forms/further details available from the Headteacher of the school on receipt of SAE.

Richard Lander School,
Tresawls Road, Truro, Cornwall. TR1 3LF. Group 12. NOR 1522. Sixth Form of 344.

French and German: Scale 1
Required for September 1987 a well qualified teacher of FRENCH AND GERMAN to teach both languages to at least G.C.S.E. level (some 'A' level work may be available). Both modern languages are taught from Year 1 and form part of the core curriculum in Years 1-5. Applicants should be committed to a communicative approach.
Please apply by letter to Headmaster, giving names of two referees and enclosing c.v. and SAE for application form and further particulars.

Saltash School,
Wearde Road, Saltash, Cornwall. PL12 4AY. Group 11. NOR 1290. Sixth Form of 120.

Craft Design and Technology: Scale 1 (2 posts)
Required from September 1987 two energetic teachers to join a developing Craft Design and Technology Department housed in five en suite well equipped rooms. Enthusiastic teachers are sought with vision to help expand a 'foundation CDT Course' for 11-14 year olds, to ensure smooth transition to any of three proposed CDT/GCSE courses (Design and Realisation, Technology, Design and Communication).
There will be an opportunity to teach throughout the age and ability range.
Application forms/further details available from the Headteacher at the school on receipt of SAE.

PRIMARY SCHOOLS

Mullion Junior & Infants School,
Nansmellyon Road, Mullion, Cornwall. TR12 7DQ. Group 4.

Scale 1
Teacher of Infants required with an interest in music over the Primary age range. This is in effect a re-advert.
Full details of post and application form may be obtained from The District Clerk, District Education Office, Pendarves Road, Camborne, Cornwall. TR14 7QD. On receipt of an SAE.

(00573)

CORNWALL COUNTY COUNCIL

SECONDARY PHYSICAL EDUCATION
continued

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14
Mixed Comprehensive. Roll 1400

Required as soon as possible, qualified and enthusiastic teacher, Scale 1, for PHYSICAL EDUCATION and able to offer ECONOMICS as a second subject.

The P.E. Department has excellent indoor and outdoor facilities including a well-equipped Sports Hall and on-site playing fields.

The successful applicant will be required to teach Economics to C.S.E. and 'O' level, B.I.S., to 'O' level and there is also the possibility of some 'A' level work and C.P.V.E. Both departments are well-resourced.

London Allowance, £726.

Application forms (large SAE) obtainable from, and to be returned to the Headmaster as soon as possible.

An equal opportunity employer. (48960) 134222

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden, Herts.
Voluntary Aided Co-educational Day and Boarding 11-18 (150 in Sixth Form)

Assistant Teacher of Boys P.E. required for September, 1987.

Ability to coach Rugby essential.

A second subject will need to be offered.

Applications to the Rev. I.D. Ogilvie, M.A., Headmaster, St. George's School, Carlton Road, Harpenden, Herts. (48801) 134222

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford

Required February or April, Teacher of BOYS P.E. A temporary contract to August could be available. The School offers a full range of games/P.E. activities and has a committed staff. Plans are being developed for a new sports hall, currently use is made of off site facilities for squash, ski training etc. The successful applicant could have a small involvement in a 2nd subject.

Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (48805) 134222

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE

SADDLEWORTH COMPREHENSIVE SCHOOL
High Street, Uppermill, Oldham OL3 6BU

TEMPORARY GIRLS PE TEACHER
Scale 1

Required for Easter 1987 until 31st August 1987.

Applications by letter to the Head at the School including full c.v, and names and addresses of 2 referees by 6th March 1987.

An Equal Opportunities Employer.

Assistance with Local Authority housing available. (48670) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
HARTSDOWN SECONDARY SCHOOL
George V Avenue, Margate, Kent CT9 5RE

Required in September 1987 a teacher of Physical Education Scale I to cover a wide range of Physical activities offered throughout the school. A teacher offering Soccer and/or Rugby would be an advantage.

Application form and further details (sae please) from the Headmaster, Mr Faraker, to whom they should be returned within a fortnight of this advertisement. (00849) 134222

SEFTON
METROPOLITAN BOROUGH OF SEFTON
Sefton is an Equal Opportunity Employer
Applications from disabled people welcome
Canvassing will disqualify
STANLEY HIGH SCHOOL
Fleetwood Road, Southport, Merseyside PR9 9TF
READVERTISEMENT
TEMPORARY TEACHER
(Scale 1)

Required for BOYS'/GIRLS' P.E. as soon as possible. This post may become permanent.

Previous applicants automatically considered.

Application forms and further details may be obtained, on receipt of s.a.e., from the Headteacher of the School, to whom completed forms must be considered by 6th March, 1987. (44203) 134222

Religious Education

Heads of Department

EAST SUSSEX
CARDINAL NEWMAN R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11-18. Roll: 1600

From September: Head of R.E. Faculty Senior Teacher Scale. A well-qualified and experienced Roman Catholic required to lead this committed, imaginative team.

Relocation grants in approved cases.

Application forms (sae please) from and returnable to the Head Teacher. (48383) 134418

ESSEX
MOUNTFITCHET HIGH SCHOOL
Forest Hall Road, Stansted CM24 8TZ
Tel: 0279 813384
(Roll 470)
HEAD OF R.E., Scale 2

Required September, to take responsibility for R.E. in this 11-16 school in pleasant surroundings.

Letter of application as soon as possible to Headteacher enclosing c.v. and names of two referees (foolscap s.a.e. for further particulars please). (44003) 134418

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral L63 3AF

Required for 1st September 1987, HEAD OF RELIGIOUS EDUCATION DEPARTMENT - SCALE 3.

To organise the department and teach GENERAL RELIGIOUS EDUCATION throughout the school and G.C.S.E. and Advanced Level examination work.

Apply to the Headmistress by letter enclosing C.V. and the names and addresses of two referees. (48182) 134418

Leicestershire

OPPORTUNITIES

at Scales 1, 2 and 3

MATHEMATICS
I.T./COMPUTER EDUCATION
PHYSICS
DESIGN/TECHNOLOGY

Are you looking for a career in:

- ★ an authority that has a well deserved reputation for innovative educational thinking and curriculum and professional development?
- ★ a county that offers good communications, cultural and recreational opportunities in pleasant rural and urban locations and affordable housing?

New entrants to the teaching profession will be appointed to the Authority and paid from 1st July 1987.

Write for further details and application form (s.a.e. please) to the Director of Education (Ref. CS/TP), County Hall, Glenfield, Leicester LE3 8RF or telephone Leicester (0533) 317697.

Closing date: 27th February 1987.

Asians and Afro Caribbeans are under represented in this area of the Council's work and are therefore positively encouraged to apply.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recognised agency e.g. a D.R.O.

Scale 2 Posts and above

HOUNSLOW
THE GREEN SCHOOL FOR GIRLS
See under Hounslow - Scale 1
(48678) 134420

Scale 1 Posts

HERTFORDSHIRE
ST. JOAN OF ARC RC SCHOOL
High Street, Rickmansworth

Required April or September, enthusiastic teacher of RELIGIOUS EDUCATION to teach in a very successful department. Opportunities to teach at all levels. A level teaching is offered to a local consortium of local schools. The department possesses 3 specialist rooms and a newly opened school Chapel. Practising Catholic preferred. Scale 1 + London fringe allowance £282.

Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (48804) 134422

HOUNSLOW
THE GREEN SCHOOL FOR GIRLS
Busch Corner, Isleworth, Middlesex TW7 5BB
Tel: 01-568 3137
Headteacher: Mrs. J.A. Bartlett, B.Sc.
(Voluntary Aided Church of England)

Required for June or September 1987 in this Church of England girls four form entry comprehensive a practising Christian as an R.E. specialist to cover maternity leave until Easter 1988. Religious Studies is taken as an examination subject to G.C.S.E. and 'A' level and is also a compulsory general subject in years 4-7. A scale III Head of Department allowance could be available for an experienced candidate.

LONDON ALLOWANCE PAYABLE £795.

CLOSING DATE: MARCH 2nd.

Letters of application, giving full curriculum vitae and names and addresses of two referees, to the Headteacher at the School. Please enclose stamped addressed foolscap envelope.

We are an Equal Opportunity Employer. (48677) 134422

SHROPSHIRE
BLESSED ROBERT JOHNSON COLLEGE
Whitchurch Road, Wellington, Telford, Shropshire TF1 3DY
Tel: 3261
11-18 mixed comprehensive school

Required as soon as possible two permanent, Full-time Scale 1 Teachers of Religious Education, practising Catholic preferred for 11-18 Comprehensive school.

Application forms and details from the Head (SAE required). (44240) 134422

Rural Science

Scale 1 Posts

SOMERSET
COUNTY COUNCIL
THE WEST SOMERSET SCHOOL
Minehead
(13-18 Mixed Comprehensive, NOR 1100)

For September 1987, a qualified TEACHER OF RURAL SCIENCE, SCALE 1, to teach to GCSE level. Ability to assist with Biology would be a recommendation. The school has an established Farm Unit, with stock-rearing buildings, greenhouses, and a full-time technician. The schools catchment area includes Exmoor, the Brendon and Quantock Hills as well as the coastal areas.

Application form and further details from the Head at the school. (SAE please).

Closing date 2nd March 1987.

AN EQUAL OPPORTUNITIES EMPLOYER. (48841) 134622

Science

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR BOYS
Church Walk, Gravesend
Tel: 0474 534317
(Roll 536, sixth form 178)

Head of Physics, Scale 4, required September 1987. For this expanding 3 form entry 13-18 Selective School. The school is developing a policy of curriculum support through information technology, and candidates able to contribute are particularly encouraged to apply.

Details and Form (SAE please) from the Headmaster. (00850) 134818

WILTSHIRE
THE COMMONWEAL SCHOOL
The Mall, Swindon SN1 4JF

Head Teacher: Mr. M.R. Salt, B.A.

11-16 Comprehensive School (Mixed) - N.O.R. 1000

HEAD OF SCIENCE FACULTY - SCALE 4

Required from 1st September, 1987, A Scientist to lead this Faculty. An interest in Modular and Cross Curricular Development would be an advantage.

Further details and application forms available from the school upon receipt of a stamped addressed envelope.

Closing Date: 20th March 1987. (48992) 134818

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371

Required from Summer Term 1987 a full-time permanent teacher of Chemistry. A temporary appointment would also be considered and, for this, applicants offering Biology/Physics would be welcome. For an experienced candidate a Scale 2 post is possible.

Apply to the Headteacher by letter with c.v. including address and telephone number of two referees. (44226) 134820

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer

THE THORNS SCHOOL & COMMUNITY COLLEGE
Stockwell Avenue, Quarry Bank, Brierley Hill, West Midlands DY5 2NU
(12-16 co-ed. comp. Group 11)

Required September, 1987 TEACHER OF SCIENCE (Scale 2) with responsibility for co-ordinating Lower School science courses and liaison with primary schools in science.

Although Physics would be an advantage, subject specialism is secondary to a willingness to co-operate with others and an enthusiasm for all aspects of Science teaching. Post offers first class opportunity for an enthusiastic committed science teacher to join progressive department at an exciting stage in its development. New purpose built accommodation.

Details/Application forms from and returnable to Principal by 6th March. (48786) 134820

HAVERING
LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BD
Tel: Romford 24134
Headteacher: Mrs. K.M. Phillips, B.A. (Hons.), M.Phil.
(Roll 1297 Mixed)

1. Required for April or September 1987, Scale 2 teacher of Physical Science to join a well organised and forward looking department which has recently undertaken a complete review of teaching programmes for Years 1-5. The person appointed will be responsible for the integrated science in the Lower School as a preparation of GCSE courses.

2. Required for April or September 1987, Scale 3 Science teacher to join a strong Science Department led by a forward thinking Head of Science. The successful candidate should be able to teach chemistry and physics, or integrated science to Upper School pupils. The person appointed will be expected to contribute to the overall management of the science curriculum and to participate in the implementation of new teaching materials.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48897) 134820

HERTFORDSHIRE
QUEENSWOOD (G.S.A.)
Shepherd's Way, Brookmans Park, Hatfield AL9 6NS.
See details under Independent Education. (48187) 134820

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

Please see block advertisement for Leicestershire Opportunities under Secondary Mathematics, Scale 1, 2 and 3. Also available. (48442) 134820

LONDON NW6
ST. AUGUSTINE'S SECONDARY SCHOOL
Oxford Road, London NW6 5SN

Required from April, 1987 or as soon as possible a suitably qualified and experienced teacher of Physical Science (Scale 2) to join a well-established department. Ability to teach own subject to 'A' level essential. Applicants should be in sympathy with the Christian aims of the school.

Apply in writing to the Headteacher giving CV and two referees. Application forms will be sent in reply. (48626) 134820

NORTH YORKSHIRE
BIOLOGY TEACHER
Scale 3
ST AUGUSTINE'S RC SCHOOL
Sandybed Lane, Scarborough YO12 5LH
Mixed 11-16 Catholic Comprehensive

For September, 1987, appointee will be a practicing Catholic, who, in addition to teaching Biology to GCSE level, will take charge of Girl's Welfare. All Catholic members of staff share in teaching R.E.

For application form and further particulars please send SAE to the Headmaster. (44105) 134820

OXFORDSHIRE
COUNTY COUNCIL
LARKMEAD SCHOOL
Faringdon Road, Abingdon, Oxon. OX14 1RF
11-18 Mixed - 1060 on roll

Required for September, 1987, Deputy Head of Science (Scale 3) to contribute to the development of a successful and well-equipped Faculty. Teaching Chemistry or Physics to A-Level essential. Interest in Technology an advantage.

Further details and application form (S.A.E. please) from the Headteacher.

An Equal Opportunity Employer. (48972) 134820

SHROPSHIRE
ABBEY FOREGATE
Shrewsbury, Shropshire SY2 6ND
Tel: Shrewsbury 56246/7
11-18 mixed comprehensive school

Required for September 1987, Permanent, full-time Scale 3 Teacher of Physics/Technology who will assume wide curricular responsibilities.

Application forms and details from the Head (SAE required). (44239) 134820

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LT

Required for September, teacher of Physics to 'A' level in this 11-18 mixed comprehensive school, 600 on roll including 90 in the Sixth Form. A/level Physics is well established and popular. For GCSE, all students follow either a modular course, or doubly-certificated Science in the three disciplines. For a suitably qualified and experienced teacher, able to take responsibility for A/level work the Physics component of GCSE, a Scale 2 post would be available. Applications are welcomed from newly-qualifying teachers. Fringe allowance. Candidates should be in sympathy with the Christian ideals of the School.

Details and application forms from Headmaster, D.G. Jones, M.A., (Tel: Sunbury 787537). (44213) 134820

Scale 1 Posts

BUCKINGHAMSHIRE
HIGH WYCOMBE
THE ROYAL GRAMMAR SCHOOL
Amersham Road, High Wycombe HP13 6QT
Headmaster Mr. R.P. Brown J.P., M.A.
No. on Roll 1100

Graduate specialising in Zoology, or Biologist with Zoology specialism required for September 1987 at this selective school with 360 in the Sixth Form, to teach throughout the school to GCSE and 'A' Level in strong lively department. Ability to help with Games CCF, extra curricular activities an advantage. Applications from new entrants to the profession will be welcomed.

Please apply to the Headmaster at the school for application form and further details. (48371) 134822

CAMBRIDGESHIRE
COUNTY COUNCIL
Equal Opportunity Employer
IMPINGTON VILLAGE COLLEGE
New Road, Impington, Cambridge CB4 4LX

Teacher of SCIENCE, Scale 1, required for Summer Term 1987, to join a lively and innovative department. Integrated Science offered to all to 16+ and currently developing materials for Nuffield based GCSE course.

Opportunity to teach Social Biology at 'A' level for suitably qualified applicant. However, post is not subject specific. Post is for one term in the first instance but there is the possibility of a more permanent post.

Application form and details from the Warden (s.a.e. please). Closing date [illegible] March. (44012) 134822

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive mixed, 11-18. Roll: 1400

From September 1987 Teacher of Physics (Scale 1) to teach at all levels in the department.

Relocation grants in approved cases.

Application forms (sae please) from the Head Teacher. (48380) 134422

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14
Mixed Comprehensive. Roll 1400

Required as soon as possible well-qualified and experienced teacher of PHYSICS to join large department. A knowledge of, or interest in, the field teaching up to 'A' level could be an asset, as would acquaintance with V.E.L.A. A willingness to teach Integrated Science is also desirable. The department is well-resourced and the School has excellent facilities.

London Allowance, £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and details (large SAE) obtainable from the Headmaster, to be returned as soon as possible.

An equal opportunity employer. (48961) 134422

ESSEX
CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island SS8 9RZ
Tel: Canvey Island 696811
(Roll 920)
BIOLOGY SCALE 1

Easter. Biologist needed for one term only in first instance. Possibility of permanent post from September. Excellent facilities.

Letters of application with curriculum vitae and names addresses and telephone numbers of two referees to Head teacher (foolscap s.a.e. please).

SOUTHEND HIGH SCHOOL FOR GIRLS (GRAMMAR)
Southchurch Boulevard, Southend-on-Sea SS2 4UZ
Tel: 0702 588852
(Roll 756)
BIOLOGY TEACHER, Scale 1

Required September, 1987 to teach Biology to Advanced level and Combined Science. The school is a pilot school for the graded assessments in Science Project. Closing date 9th March, 1987.

Apply to Headteacher for job description and application form (foolscap s.a.e. please). (44002) 134421

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
Voluntary Aided Co-educational Day and Boarding 11-18 (150 in Sixth Form)

Assistant Teacher of Biology with Chemistry required for September, 1987. Ability to teach to A Level essential. Combined Science is taught in the first two years. Interest in extra-curricular activities would be an advantage.

Applications to the Rev. I.D. Ogilvie, M.A., Headmaster, St. George's School, Carlton Road, Harpenden, Herts. (48802) 134421

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

JUDGEMEADOW COMMUNITY COLLEGE
Marydene Drive, Leicester LE5 6HP
(11-16)
N.O.R.: 899
SCALE 1 - SCIENCE

Required immediately teacher of General Science and Chemistry/Biology.

Please contact the Headteacher for further details, forms and application S.A.E. (49491) 134421

LINCOLNSHIRE
KING EDWARD VI SCHOOL
Edward Street, Louth, Lincs. LN11 9LL
(Group 10, 14 to 18, roll 520, 250 in 6th Form)

Required for September 1987, graduate Physicist to teach GCSE and A level courses through the school with a significant share of 6th Form teaching. Scale 1.

Nuffield based courses are followed by a strong and successful department in well equipped specialist laboratories. An interest in Technology, Electronics or Information Technology courses would be welcome.

Accommodation is available, help for staff who [illegible] boarding supervision.

SAE to head for form and details, (Tel: Louth 603549). Closing date 6.3.87. T273. (48588) 134421

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATOIN COMMITTEE
RUTHERFORD SCHOOL
APPOINTMENT OF TEACHER OF PHYSICS (SCALE 1 POST)

Required from September 1987, a suitably qualified and enthusiastic teacher of physics able to teach across the ability range in this 11-18 Comprehensive School. Candidates must be capable of teaching up to 'A' level standard. An interest in Combined Science is desirable.

Application forms are obtainable from and returnable to the Head Teacher, Rutherford School, [illegible] Road, Newcastle upon Tyne NE4 9EU by [illegible] March, 1987. (48886) [illegible]

SECONDARY SCIENCE
continued

NORTH YORKSHIRE
PHYSICS TEACHERS
2 posts, Scale 1
LADY LUMLEYS SCHOOL
Swainsea Lane, Pickering YO18 8NG

11-18 mixed comprehensive, 860 on roll, 100 in Sixth Form, situated in attractive market town on Southern edge of North York Moors. Available permanently from September 1987 and also as a temporary post, Summer Term, 1987 only. Teaching the whole age and ability range to 'A' Level. Familiarity with applications of computers in Physics and recent developments in Electronics an advantage. Integrated Science taught in first two years. Applications from new entrants welcomed.

JOSEPH ROWNTREE SCHOOL
Haxby Road, New Earswick, York YO3 8BZ

11-18 mixed comprehensive, situated on pleasant campus near York.

From September, 1987. Teaching Physics to 'A' level, Electronics to GCE and Science in Year 1.

Closing date 6.3.87.

Application forms and further details of both posts from the Headmaster of school concerned. (s.a.e. please). (44101) 134822

OXFORDSHIRE
COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(13-18 Comprehensive, 884 on Roll, 165 in Sixth Form)

Required for September a full-time teacher of PHYSICS to A level and SCIENCE to GCSE level. An interest in Technology would be an advantage. The Science Department is developing new courses with enhanced resources provided by the TVEI project.

Please send S.A.E. to Headteacher for further details and application form.

An Equal Opportunity Employer. (48973) 134822

SHROPSHIRE
NEWPORT ADAMS SCHOOL
Newport, Shropshire
Haberdashers Companys' Voluntary Aided School
400 Boys, including 120 Boarders and over 80 in the Sixth Form

Required for September 1987, a well qualified and imaginative Teacher of Physics. To join a vigorous and highly successful department. Ability to teach to GCE Advanced Level is essential. Opportunities for involvement in Computing (the school has its own Computing Centre) Music, Drama, Combined Cadet Force, Games and Out Door Pursuits.

Willingness to assist in Boarding. In return for board and lodgings would be an advantage.

Applications (no forms) with curriculum vitae and names and addresses of two referees to the Head as soon as possible. (48583) 134822

SURREY
EDCATION COMMITTEE
THE BISHOP WAND C OF E (AIDED) SECONDARY SCHOOL
Sunbury on Thames
PHYSICS Teacher.
See under 'Secondary, Science, Scale 2 posts'. (44212) 134822

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey SM5 2QX
Tel: 01-647 8294
CHEMISTRY - SCALE 1

Required for September in this six-form entry, non-selective girls school a teacher of Chemistry to teach to GCSE level with some science in the junior part of the school. The successful candidate would join a team working within a well established and supportive Science Department, with good technical assistance and new laboratories. The Authority is currently considering reorganisation along comprehensive lines.

Application should be made, as soon as possible to the Headteacher, with c.v. and names, and addresses of two referees. (49440) 134822

SUTTON
LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
CHEMISTRY AND COMBINED SCIENCE - SCALE 1

Required for September, 1987 a good honours graduate to teach Chemistry and Combined Science in a large successful department. Greenshaw is an excellently equipped, purpose-built, 12-18 co-educational comprehensive school, which is well established and flourishing.

Application by letter to the Headteacher, with c.v. and names and addresses of two referees, as soon as possible, enclosing s.a.e. (49444) 134822

SUTTON
LONDON BOROUGH OF SUTTON
GLENTHORNE HIGH SCHOOL FOR GIRLS
Sutton Common Road, Sutton, Surrey SM3 9PS
Tel: 01-644 6307
CHEMISTRY TEACHER - SCALE 1

Required for September 1987 in this five form entry 11-18 years approximately 850 on roll. A well qualified teacher to join an enthusiastic and successful Science and Technology Department. The ability to teach Physics or Chemistry to GCSE and 'A' level is essential. This well-equipped department is committed to implementing new educational initiatives which include a modular curriculum and the T.V.E.I. scheme: The three sciences are taught to advanced level and these courses are popular and well supported.

Applications by letter to the Headteacher including curriculum vitae and the names and addresses of two referees (please enclose s.a.e.). (44210) 134822

Speech and Drama

Heads of Department

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey SO5 8ZB
Head of Drama, Scale 2 Post

Thriving department with Theatre Arts courses at examination level. Successful candidate must be able to teach English to all ages and ability groups to 16.

Letters of application with full c.v., names and addresses of two educational referees and s.a.e. to the Headteacher.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (48940) 135218

Scale 2 Posts and above

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
Tel: Hornchurch 47368
Headteacher: Mrs. J. Irwinhunt, M.A.
(Roll 1126 Girls)

Required for September 1987 a Scale 2 teacher of Drama in this 11-18 Girls' Comprehensive School. Drama is taught throughout the school there is scope to develop this subject as a major part of the school activities.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (48898) 135220

Scale 1 Posts

HAVERING
LONDON BOROUGH OF HAVERING
NEAVE SCHOOL
Settle Road, Harold Hill, Romford RM3 9XX
Tel: Ingrebourne 71334
Headteacher: J.B. Quinn, M.A.
(Roll 476 Mixed)

Required for April 1987, temporary teacher of Drama for one term in the first instance.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (48900) 135222

CYNGOR SIR
DYFED
COUNTY COUNCIL

Required for the Summer Term 1987 (Temporary for the period 27.4.87 to 17.7.87).

1. QUEEN ELIZABETH CAMBRIA COMPREHENSIVE SCHOOL
(Group 11) £8,423–£10,170/10,533.

Temporary Teacher of Welsh (Scale 1). The ability to assist with girls' physical education would be an advantage.

Application forms and further details are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned by 5th March, 1987.

Required for 1st September, 1987.

2. MARY IMMACULATE R.C. SCHOOL, Haverfordwest
£8,423–£10,170/10,533.

JUNIOR I Scale 1 Teacher. Applicant should be a practising Catholic, preferably with C.T.C. An interest in music would be an advantage but not essential.

INFANT II Scale 1 Teacher. Applicant should be a practising Catholic preferably with C.T.C.

Application by letter including curriculum vitae and the names and addresses of two referees to the Chairman of the Governors (Mr R. Owens) at the school by 30th March, 1987.

Technology

Heads of Department

HERTFORDSHIRE
WILLIAN SCHOOL
Radburn Way, Letchworth, Herts.
Tel: 0462 685749
Head: Mr M. Kane
11-18 co-educational, all ability, 550 on roll

Required for Easter or September 1987: HEAD OF INFORMATION TECHNOLOGY (Scale 2).

This exciting and challenging post which offers enormous potential, involves two components: teaching and staff INET. The teaching commitment is half timetable, and involves the teaching of I.T. skills to 4th and 5th Form examination groups. The other half of the school week is spent in provision of staff training and support in I.T. related skills across all areas of the curriculum, to staff released for INSET during normal school hours.

The school is a participant in Education 2000, which is a project committed to the integration of I.T. into all aspects of the curriculum. This major initiative, funds staff release, the supply of hardware and software, and professional support to all staff in the four state and two independent schools in Letchworth, all of whom are involved in the project. Willian School is equipped with RM Nimbus networks which distribute 30 Nimbus PC's over three teaching and resource areas. The installation of more computers is envisaged, and I.T. INSET, which presently involves half of the staff is expected to incorporate all staff within the next year.

Relocation allowances up to a maximum of £4,000 are available if the distance from the home of the new place of employment is 25 miles or more.

Candidates for this post should send their C.V. and names and addresses of two referees direct to the Head of the school as soon as possible. A full job description will be sent to all applicants. (49455) 135518

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL GRAMMAR SCHOOL FOR BOYS
Cross Lane, Bebington, Wirral L63 3AQ
900 boys
REQUIRED FOR SEPTEMBER, 1987
HEAD OF INFORMATION TECHNOLOGY SCALE 3

A well qualified forward-looking teacher with the expertise and leadership qualities to promote and develop Information Technology across the curriculum.

Application forms and further details available from the Head Master at the school (S.A.E. please). (48838) 135518

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
DENBIGH SCHOOL
Cornwall Grove, Bletchley, Milton Keynes MK3 7HU
(Headteacher: E.J. Corrin M.A.)
(Mixed Comprehensive - approximately 1030 on roll)
Information Technology Co-Ordinator

Required for April 1987, an energetic and enthusiastic teacher required to develop cross curricular options of IT. The school has a well established computer network and satellite teaching. All pupils follow an introductory course in IT skills together with RSA/GCSE optional courses. A TRIST course for staff is now examining the application of IT for subjects specific aspects of the curriculum. We are now seeking to appoint a teacher with vision and imagination to enable the benefits of IT to be developed across the curriculum.

The successful candidate will not necessarily have computer expertise but will be able to recognise the opportunity for developing IT within the curriculum and to provide ideas and leadership in working with staff to attain these objectives. Scale 3.

Assistant with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from the Headteacher on receipt of a foolscap stamped addressed envelope. (48921) 135520

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
HETTON SCHOOL
North Road, Houghton Le Spring DH5 9JZ
(Group 10)

Required for April, 1987:- TEACHER OF INFORMATION TECHNOLOGY (SCALE 2)

A full-time permanent appointment is required from April 1987, under the Authority's T.V.E.I. Pilot Project.

The successful candidate should have a commitment to the development of I.T. across the curriculum.

Application forms are obtainable from the Headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned by 13th March 1987. (48673) 135520

Other than by Subject Classification

Heads of Department

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 51. (48947) 135618

DUDLEY
THE THORNS SCHOOL & COMMUNITY COLLEGE
HEAD OF FACULTY OF SPECIAL, SOCIAL & PRE-VOCATIONAL EDUCATION
See advertisement under Secondary/Special Needs/Heads of Dept. (48788) 135618

Scale 2 Posts and above

LONDON NW6
ST. AUGUSTINE'S SECONDARY SCHOOL
Oxford Road, London NW6 5SN

Required from April, 1987 or as soon as possible an energetic and experienced teacher (Scale 2) to join a lively and forward-looking department. The SMILE scheme is used, and an interest in statistics and the use of computers in mathematics in internal monitoring of pupils progress and external assessment procedures would be useful. Applicants should be in sympathy with the Christian aims of the school.

Apply in writing to the Headteacher giving CV and two referees. Application forms will be sent in reply. (48625) 135620

OXFORDSHIRE
COUNTY COUNCIL
JOHN MASON SCHOOL
Wootton Road, Abingdon OX14 1JB
Mixed Comp. 11-18, Number on roll: 990

Required for September, 1987 a dual qualified Teacher-Librarian (Scale 3) to be responsible for our two School Libraries and to develop them within the general provision of learning resources in the school.

Please send s.a.e. for further details and application form (essential).

An Equal Opportunity Employer. (48971) 135620

WEST SUSSEX
YOUTH TUTOR
MANHOOD COMMUNITY COLLEGE
Salary: Scale 2
(10-16 Mixed Comprehensive, Group 9)

Required April, 1987 or before, a Youth Tutor Scale 2. This post includes a 30% teaching commitment in the Education for Living Programme.

Application form and further details available from the Headteacher, Manhood Community College, School Lane, Selsey PO20 9EH. s.a.e. please. (48639) 135620

Scale 1 Posts

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE

SUPPLY TEACHERS
Scale 1

Required immediately. Please state subject areas.

Application forms/further details (large sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP.

An Equal Opportunities Employer.

Assistance with Local Authority housing available. (48672) 135622

Sixth Form and Tertiary Colleges

Heads of Department

HAMPSHIRE
BARTON PEVERIL COLLEGE
Cedar Road, Eastleigh SO5 5ZA
Head of Chemistry, Scale 4

Required for 1st September, 1987 G.C.S.E. level up to University entrance.

Further particulars available from the Principal to whom applications with c.v., names and addresses of two educational referees and s.a.e. should be submitted as soon as possible.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (48938) 140018

WEST SUSSEX
HEAD OF BIOLOGY, SCALE 3
HAYWARDS HEATH SIXTH FORM COLLEGE
Salary Scale 3

Required for September, 1987 for this Sixth Form College. Applicants should be graduates with successful teaching experience up to A level in biology and capable of leading a well-established and dynamic departmental team.

Further particulars and forms are obtainable from the College Principal (s.a.e. please) to whom applications should be returned, with curriculum vitae and the names and addresses of two referees, within two weeks of the appearance of this advertisement, Haywards Heath Sixth Form College, Harlands Road, Haywards Heath, West Sussex RH16 1LT. (48642) 140018

SUPPLY TEACHING IN HAVERING

Supply teachers are a vital part of a successful Education Service and the London Borough of Havering would welcome your application for supply teaching work in our Secondary, Primary and Special Schools.

Havering is one of the largest London Boroughs, well placed on the edge of Essex and within easy reach from London by both private and public transport. Supply teachers work on a daily basis in schools and are needed to cover for absences of teaching staff due to illness, in-service training, etc. Supply teaching work is available throughout the Borough and often at times which suit you. The daily rates for supply teachers are between £37.62 and £59.25 depending on experience.

If you are not a qualified teacher, but would be able to work in our Secondary schools as an instructor of CDT, Home Economics and Business Studies/Commerce, we would also welcome your application. The daily rates are between £33.31 and £35.60 depending on experience.

Havering

For an application form or further information please contact the Director of Educational Services (Ref: Staffing/JAH), Mercury House, Mercury Gardens, Romford, RM1 3DR. (Telephone: Romford 66999, Ext. 4271).

(00576)

THE HENLEY COLLEGE

This new tertiary College, the first in Oxfordshire, opens in September 1987

Required from September 1987:

DIRECTOR OF DRAMA: Senior Lecturer

Responsible for the direction and administration of a variety of College productions and the establishment of community links in drama. The post includes the teaching of Theatre Studies and related subjects as well as a contribution to the development of courses in performing arts/media studies. Appropriate professional/educational qualifications and good practical experience in drama direction/production are required. An attractive post which offers imaginative opportunities in the context of a community College. Applications are welcomed from younger applicants.

Salary: £12,615 – £15,873

Leader of ELECTRONICS AND SYSTEMS TECHNOLOGY Teaching Team: Senior Lecturer

Responsible for existing GCE and BTEC Diploma Courses and the development of new electronics provision to meet the needs of 16-19 and adult students and of employers and local industry. The role also includes the establishment of equipment and resources in a new Electronics and Systems Technology Centre. Initiative and entrepreneurial skills are required alongside educational experience and qualifications. Industrial experience would be an advantage.

Salary: £12,615 – £15,873

INFORMATION TECHNOLOGY: Lecturer II

Responsible for the day-to-day operation of centralised computer facilities and courses for a wide range of students. The post requires experience in education and industry and familiarity with the application and integration of IT across a range of disciplines. Knowledge of the NIMBUS system would be an advantage.

Salary: £8,595 – £13,656

TUTOR-LIBRARIAN: Lecturer I

Responsible for the day-to-day management of the College Library service, including staff supervision, stock control, acquisitions and user information skills. A professionally qualified librarian with good experience and communication skills is required, plus an imaginative approach to the role of a library in a tertiary College.

Salary: £6,843 – £11,856

Please write for further details (enclosing a large SAE please) to Mr G D J Phillips, Principal-designate, c/o South Oxfordshire Technical College, Deanfield Avenue, Henley-on-Thames, Oxon RG9 1UH (telephone: 0491 573501). Applications should be received by *Wednesday 11 March 1987.*

An Equal Opportunity Employer

(13197)

ilea Inner London Education Authority

St. Francis Xavier Sixth Form College, SW12

Due to the expansion of this Sixth Form College, additional teaching posts are required for September, 1987 (NB All members of Staff are involved in the pastoral and tutorial work of the College).

See the ILEA Schools block advertisement for full details.

Special Education

Deputy Headships Second Masters/ Mistresses

DEVON
COUNTY COUNCIL
Please see display advertisement on Page XX.
(48945) 160012

STAFFORDSHIRE
PIPEWOOD SCHOOL
Blithbury, Rugeley, Staffs.
Tel: 088 922 353
SENIOR TEACHER - SCALE 3S plus E.D.A.
Required April/September at this residential special school for adolescents. The applicant should be able to make a real contribution to imaginative curriculum development in the field of prevocational studies. He/she should also have some experience in administration.

Applications in writing, giving c.v. and s.a.e. to The Headteacher, from whom further details are available.
(48821) 160012

Heads of Department

KENT

THE SPASTICS SOCIETY

THOMAS DELARUE SCHOOL
Tonbridge, Kent TN11 9NP

HEAD OF ENGLISH
Scale 2(S) £8,085 - £11,778 p.a.

Vacant as from 21st April 1987 at this residential school for physically handicapped young people of secondary age.

The post provides for an English graduate with teaching qualification to develop a curriculum that will meet student needs. The post holder will be an enthusiast ready to contribute to the debate on curriculum development, and keen to respond innovatively to a wide range of student needs.

Further particulars and application form from Richard Tomlinson, Head Teacher. Tel: Tonbridge (0730) 354584.

Closing date 6th March, 1987.

An Equal Opportunities Employer. (44021) 160018

WEST SUSSEX
SOCIAL SERVICES DEPARTMENT
SENIOR INSTRUCTOR (SPECIAL CARE UNIT)
WRENFORD ADULT TRAINING CENTRE
Chichester
Salary: Scale 5/6 - £8,391 to £10,164
As part of our Adult Training Centre in Chichester, we have commissioned a purpose-built unit to provide day care for mentally handicapped people with special learning difficulties. It is a joint financed scheme developed with the local Health Authority to provide community based care for a client group whose needs have usually only been met in a hospital setting. We are seeking a Senior Instructor to help us inaugurate this project, the first of its kind in West Sussex.

The Senior Instructor will have experience of this client group and an ability to plan and organise programmes within the unit. The postholder will supervise the day to day activities of staff in the unit and should feel confident in dealing with the managerial and administrative duties. As a member of the management team in the centre, there will be opportunities to deputise for the Manager.

You will be working in a pleasant, modern building alongside an experienced and committed staff group, and we offer, good support from divisional managers and a range of opportunities for post-qualification training.

Candidates should possess one of the following qualifications - CQSW, CGS, Cert. FE & TMHA, Teaching Certificate (Special Education), Diploma of Occupational Therapy.

For informal discussion please contact Mrs J. Biddlescombe, Acting Manager, Wrenford Centre, on Chichester 788544 or Mr P. Floyd, Principal Day and Residential Care Officer, on Chichester 777682.

Application form available from the Director of Social Services, The Grange, Tower Street, Chichester, West Sussex PO19 1QT or by telephoning Miss Natalie Cox on Chichester 777671.

Closing date: 6th March, 1987. (48675) 160018

Scale 2 Posts and above

DERBYSHIRE
ALDERWASLEY HALL SCHOOL
Whatstandwell, Matlock, Derbyshire
Tel: 062 982 2599
ASSISTANT TEACHER SCALE 1/2S
Required at this residential school for children with speech and communication problems. This is an opportunity for teachers wishing to move into a highly specialised area where they will be working in the classroom as part of an interdisciplinary team with speech therapist and teaching aides. Main stream experience useful and in-service training given in language orientated teaching and Makaton Sign Language.

Applications in writing, giving c.v. and s.a.e. to The Headteacher from whom further details are available.
(48822) 160020

HERTFORDSHIRE
SPRINGFIELD SCHOOL
Leavesden Hospital
College Rd., Abbots Langley, Nr. Watford, Herts. WD2 0NU
Scale 2 (S) teacher required for the beginning of the summer term at this school for students with severe learning difficulties. The school has an increasing bias towards post 19 education.

Further information and application form available from the Headteacher. Please enclose s.a.e. Tel: Garston (0923) 674090, Ext. 182. (Head: Mrs R. Woods).
(48803) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
HARDWICK SCHOOL
Coldharbour Lane, Hildenborough, Tonbridge, Kent TN11 9LE
A suitably qualified and experienced teacher required to start as soon as possible (Scale 2) to cater for the needs of a pupil with multi-sensory handicap within the general structure of the school.

Hardwick School caters for children with severe and profound learning difficulties in the 2-19 age range.

Application forms and further details from the Head Teacher (SAE please).
(00844) 160020

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

LEICESTER - ASHFIELD SCHOOL
Broad Avenue

MATRON GRADE 4/5

Full-time Matron required at Ashfield School for physically disabled young people between the ages of 5 and 19 years. In addition to the usual duties new initiatives in independence training are about to commence and implementation of learning programmes devised by occupational therapists and teachers will be a significant part of the work. Knowledge of kitchen management is desirable. A split shift system, operates and night duty will occur on a rota basis. Suitable qualifications an advantage.

Salary £8,391 - £10,154 p.a.

Application forms on receipt of s.a.e. from: Head of the School.

Closing date: 3rd March, 1987. (49494) 160020

SUTTON
LONDON BOROUGH OF SUTTON
QUEEN MARY'S HOSPITAL SCHOOL
Carshalton SM5 4NR
TEACHER - SCALE 2
Required from 27th April or 1st September 1987 by the Hospital and Home Tuition service in the Department for children with emotional and behavioural difficulties who are medium-stay residents in the psychiatric wards of this general children's hospital. You will be responsible for the day-to-day management of the department and for a class of up to seven children with a wide range of ability, aged either 7-10 years or 13-16 years - some of whom are following examination courses. The ability to liaise and co-operate with professionals from other disciplines within the hospital and education service is important. Teaching experience with either age group and with children who have emotional and behavioural difficulties is desirable together with a flexible approach and willingness to co-operate with colleagues and learn specialised skills. Help from an experienced classroom assistant will be available according to need.

Application form available from the DIRECTOR OF EDUCATION, The Grove, Carshalton, Surrey SM5 3AL. Closing date 5 March 1987.
(48875) - 160020

BEDFORDSHIRE
Enthusiastic teacher required for small group of young mentally handicapped adults.

Must be flexible, able to work as member of a team and committed to teaching individual programmes.

Further details, application forms (S.A.E. please) from: Ralph Bullock, Director, MacIntyre, Westoning Manor, Westoning, Beds. MK45 5JW. Tel: 0525 713866.
(48846) 160022

DORSET
WYVERN SCHOOL
307a Chickerell Road, Weymouth
(Mixed 3-18)
Required from September Suitably Qualified Special Class Teacher (Scale 1) at the school for children with severe learning difficulties. Applications welcome from newly qualified teachers.

Further details and application forms from the Headteacher (sae please) to be returned by 9th March.
(44023) 160022

ENFIELD
LONDON BOROUGH OF ENFIELD
DURANTS (M.L.D.) SCHOOL
Pitfield Way, Enfield, Middx. EN3 5BY
Roll 109
Required as soon as possible, temporary teacher to cover maternity leave, Scale 1 plus Special Schools Allowance. The person would be responsible for a small group of 14/15 year old pupils with learning difficulties and taking part in a C.P.V.E. framework curriculum operating in the school.

London Allowance, £726.

Application forms (large SAE) obtainable from, and to be returned to, the Head Teacher as soon as possible.

An equal opportunity employer. (48962) 160022

HERTFORDSHIRE
TEACHER SCALE 1s required from September 1987 to teach an infant class in this all age school for pupils with severe learning difficulties.

The class has nine pupils, two class assistants and is part of the infant/junior department.

For further details and an application form please contact the Head Teacher, Woodfield School, Malmes Croft, Leverstock Green, Hemel Hempstead, Herts. HP3 8RL, enclosing a large s.a.e. Visits welcome. (48828) 160022

ESSEX
TYE GREEN SCHOOL
Toudring Road, Harlow CM
6RN
Tel: Harlow 23670
(Roll 52)
TEACHER, Scale 1(s)
(SSA and London Fringe)
Required Summer or Autumn Term, 1987. Suitably qualified teacher to be responsible for a family group of mixed ability children with severe learning difficulties. Knowledge of the Derbyshire Language Scheme, Makaton and an interest in children with physical handicaps an advantage.

Applications and enquiries to the Headteacher at the school (foolscap s.a.e. please).

ST. LUKES SCHOOL (MLD SLD)
Borders Lane, Loughton IG10 1TE
Tel: 01-508 4293
(Roll 97)
TEACHER, Scale 1(s)
Required at this all age special school, an experienced Junior Infant/Special Education Teacher who can also offer PE or Art throughout the school.

Please telephone the Headteacher for further details.
(48692) 160022

HAVERING
LONDON BOROUGH OF HAVERING
RAVENSBOURNE SCHOOL
Neave Crescent, Harold Hill, Romford RM3 0AB
Tel: Ingrebourne 41880
Headteacher: G.J. Thomas
(Roll 109)
SPECIAL CARE UNIT
TWO TEACHING POSTS
Required for September 1987 or as soon as possible, two teachers, Scale 1 (s), to work with multiply handicapped children in the Special Care Unit of this all age day school for children with severe learning difficulties. The Special Care Unit is open for approximately [illegible] weeks of the year, with staff taking some of their holidays in term time.

Ravensbourne is a lively and attractive school, conveniently situated on the eastern side of the borough, with easy access to the A12 and to the centre of Romford by public transport. It is very well equipped, has its own hydrotherapy pool and is magnificently supported by parents and the local community.

Informal visits to the school by prior arrangement are welcome. Further information is available from the Headteacher.

Application forms are available (sae please) from the Director of Educational Services (Ref: STAFFING/DBP) Mercury House, Mercury Gardens, Romford RM1 3DR.

Closing date: 6th March 1987. (48895) 160022

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ilea Inner London Education Authority

HEADSHIP

Coombe Hall SB (EBD) BH School
Coombe Hall Road,
East Grinstead,
Sussex, RH19 4NA.

Applications are invited from suitably qualified and experienced teachers for the headship of this school which is vacant now. Roll 30. Burnham group 3(S) plus £3,549 residential responsibility allowance. An allowance is payable which at the maximum of the scale would pay a salary at the maximum of group 4(S).

Please send foolscap sae for application form and further details to Education Officer, PER/PS4B, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 13 March.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

(13007)

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

ROWDEFORD SCHOOL
Near Devizes
Group 5(S) NOR Maximum 66

Applications are invited for the post of HEADTEACHER of this Residential and Day Special School for Girls, aged 8-16 years, with moderate learning difficulties.

The person appointed will be required to start in September 1987 or possibly January 1988 on the retirement of the present Head Teacher.

Further particulars and application form (SAE please) from the Chief Education Officer, (Ref: ST/T/PMB) County Hall, Trowbridge, BA14 8JB by 20th March, 1987.

AN EQUAL OPPORTUNITY EMPLOYER

(13052)

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

SERVICE FOR HEARING IMPAIRED CHILDREN

SCALE 2

Required Assistant Peripatetic Teachers - two posts, from August 1987, qualified teachers of the hearing-impaired to undertake regular teaching support to hearing-impaired children attending local ordinary schools, using an auditory interactive approach to guage and communication development. Good in-service training and support services are available. The provision of transport is necessary.

Further details and application forms available from Mr. D.R. Harrison, Service for Hearing-Impaired Children, County Hall, Glenfield, Leics. LE3 8RF. (44019) 160020

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM

Rotherham is an equal opportunities employer

Department of Education

WICKERSLEY COMPREHENSIVE UNIT

11-18 Mixed. Approx. 1687 on roll. Approx. 104 in 6th form

Required for April, 1987

TEACHER
SCALE 2 S.S.A.

SERVICE FOR HEARING-IMPAIRED CHILDREN

An experienced and qualified teacher of the deaf is required to work in a team of four teachers at Wickersley Unit.

The Unit caters for severely and profoundly deaf pupils, using natural oral language.

This post also provides the opportunity for peripatetic work in some secondary schools for half a day/week.

Closing Date: 6th March, 1987.

Further details are available from Miss M. Batough, Head of Service, Service for Hearing Impaired Children, Bawtry Road, Wickersley, Rotherham S66 0JL (s.a.e. please).

Letters of application with the names and addresses of two referees should be sent to the Head of Service. [illegible] G. Crane, Director of Personnel Resources.
(31582) 160020

Scale 1 Posts

AVON COUNTY
FULFORD SCHOOL
Fulford Road, Hartcliffe, Bristol BS13 9PB
Required from 27th April 1987, an experienced teacher (Scale 1 SSA) for this special school catering for upper secondary age pupils who exhibit behavioural problems.

The ability to teach basic educational skills is a necessity. In addition the successful applicant will be expected to contribute to some of our programmes of vocational, creative and recreational skills and personal developmental studies.

The school has a week-day hostel attached and teaching staff normally have a commitment to residential duties - ADA payable.

Further details from and letters of application to the Headteacher (Tel: Bristol 649806) immediately giving full cv and names and addresses of two referees, enclosing sae.

Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race disability or sexual orientation. (48180) 160022

CHESHIRE

EDUCATION COMMITTEE

WADE DEACON HIGH SCHOOL
Birchfield Road, Widnes WA8 7TD

Tel: 051-423 2721

ASSISTANT TEACHER OF THE PARTIALLY-HEARING (Scale 1 S.S.A.)

Required for 27th April 1987, a qualified teacher of the deaf to work in the school's unit for the partially-hearing.

Wade Deacon High School is a co-educational comprehensive school for 11 to 16 year old pupils. There are 1,050 pupils on roll 26 partially-hearing pupils who are as fully integrated as possible within the mainstream of school.

The successful candidate will work with three other qualified teachers of the deaf. Approximately 70% of his/her timetabled commitment would be within the unit, giving specialist individual help to the partially-hearing pupils. 30% of the timetabled commitment would be devoted to teaching within the mainstream of school; suitable candidates could be given the opportunity to teach to G.C.S.E. level.

Application forms and further information are available from the Headteacher at the school at the above address. The closing date for applications is Friday 13th March 1987.
(48954) 160022

Chipping Norton, Oxon.

TEMPORARY TEACHER

Scale 1(S)

Required to cover maternity leave at Penhurst School for the Physically Handicapped to teach a group of primary aged children with physical handicaps and additional learning difficulties.
Relevant experience and/or qualification in this field preferable but not essential.
Informal visits welcome.
Application form and further details from: Head Teacher, Penhurst School, New Street, Chipping Norton, Oxon OX7 5LN. Tel: Chipping Norton (0608) 2559.
NCH is a Christian-based organisation.
Closing date: 6th March, 1987.

NCH

BOLTON METROPOLITAN COLLEGE

PRINCIPAL COLIN R. TERRY

B.M.C. is a large, multi-site, N.A.F.E. College with a broad range of course provision, from traditional craft and technician level work to non-formal community education.

FACULTY OF OPEN EDUCATION

LECTURER GRADE I: TUTOR FOR THE HEARING IMPAIRED

A specialist tutor is required to play a key role in the development of new post-16 provision for the hearing impaired.

This is a re-advertisement; previous applicants should indicate whether they wish to be re-considered.

Application forms (and further details) to be returned by Friday, 6th March 1987 from: The Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton BL2 1ER. Telephone (0204) 31411, Ext. 3306.

B.M.B.C. IS AN EQUAL OPPORTUNITY EMPLOYER

COLSTON'S SCHOOL
Stapleton
Bristol.

HMC, Boarding and day
325 Boys and VI form Girls

Applications are invited for the post of

HEAD

which will become vacant on 1st April 1988 upon the appointment of Mr G W Searle as Director of The Independent Schools Careers Organisation.

Further details and an application form can be obtained from The Secretary to the Governors, Colston's School, Stapleton, Bristol BS16 1BJ.

The closing date for applications is 16th March 1987.

(00566)

BRADFORD GIRLS' GRAMMAR SCHOOL

HEAD OF THIS INDEPENDENT SCHOOL

The Governors invite applications for the post of Head of this School, vacant due to the death of Miss R.M. Gleave, Headmistress since 1976.

Further information may be obtained from the
Clerk to the Governors,
Bradford Girls' Grammar School, Squire Lane,
Bradford BD9 6RB

The closing date for the receipt of applications is 17th March 1987.

(12935)

ST. LEONARDS SCHOOL
ST. ANDREWS

Applications are invited for the position of

HEAD

which will become vacant from 1st January 1988 upon the retirement of the present Headmistress, Miss Martha Hamilton, M.A., Dip.Ed., Dip.Ad.Ed.

The School, founded in 1877, is a leading independent boarding and day school for girls from age 8 to 18. There are 360 girls in the Senior School and 50 in the Junior School and the Head has responsibility for both schools.

For further particulars and an application form write to The Secretary, St. Leonards Lodge, Abbey Walk, St. Andrews, Fife KY16 9LB.

Closing date for applications is Monday 16th March, 1987.

(12943)

KINGSWOOD SCHOOL
Bath

(HMC)

DEPUTY HEAD/ DIRECTOR OF STUDIES

The Governors invite applications for the post of Deputy Head/Director of Studies at Kingswood from September 1st 1987, following the appointment of Dr Judith McClure as Headmistress of the Royal School, Bath.

Kingswood is an independent, co-educational school of 300 boys and 180 girls. It was founded by John Wesley in 1748.

Further details may be obtained from the Headmaster's Secretary Kingswood School, Bath BA1 5RG (Telephone: 0225 311627), Applications should be sent to the Headmaster by 6th March, 1987, with curriculum vitae and names of two referees.

(12978)

SPECIAL EDUCATION
continued

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

FERNEY FIELD SCHOOL
Hunt Lane, Chadderton, Oldham OL9 0LS

TEMPORARY TEACHER
Scale 1 (S)

Required for Easter 1987 or as soon as possible thereafter at this all age school for children with moderate learning difficulties.

An experienced, flexible and successful teacher is required for the primary section of this school. The successful candidate will be expected to contribute to a specialist curriculum area in a relevant, stimulating and enthusiastic fashion.

A knowledge and understanding of the needs of children in early years is essential.

It would be an advantage to have worked with young children in mainstream and special education.

Please apply by letter to the Head at the school including full c.v. and names and addresses of 2 referees by 6th March 1987.

An Equal Opportunity Employer.

Assistance with Local Authority housing available.
(48150) 160022

WEST SUSSEX
EDUCATION DEPARTMENT
TEACHER
LITTLEGREEN SCHOOL
Compton
(Residential Special School for boys aged 8-16 years with emotional and behavioural difficulties. Group 3S)
Required April, 1987, Scale 1 Teacher of General Subjects to meet the education needs of the younger age group. Experience/qualifications in special education desirable but not essential. Post includes an allowance of 15 hours extraneous duties. Salary includes special schools allowance.

Application form and further details available from Headteacher, Littlegreen Special School, Compton, Chichester, West Sussex PO18 9NW.
(48644) 160022

Independent Schools

Headships

BERKSHIRE
HEAD TEACHER
A Christian based Independent Day School established over 125 years seeks a Head Teacher to take appointment from 1 September 1987. The school has approximately 110 pupils (boys 5-7 years and girls 5-16 years) and offers a wide range of subjects in public examinations to G.C.S.E.

For further details and an application form please write to:- The Secretary, Hemdean House School, Caversham, Reading RG4 7SD.
(48979) 180010

Deputy Headships Second Masters/ Mistresses

SHEFFIELD

BIRKDALE SCHOOL

SENIOR MASTER/ MISTRESS
DIRECTOR OF STUDIES

is required from September 1987 on the retirement of the present Senior Master.

Birkdale School is a flourishing day school for 480 boys aged 5-16. The Senior School was launched in 1978, based on one of the largest IAPS preparatory schools in the north of England. A full curriculum and strong academic tradition have been established to 'O' level/GCSE, providing the only secondary independent education for boys in South Yorkshire.

It is now the intention of the Governors to establish a sixth form at Birkdale.

The successful applicant will be responsible to the Headmaster for the introduction of the sixth form, and for the academic and pastoral oversight of the Senior School. A committed Christian is preferred, and there is considerable scope for a person of vision and enthusiasm.

Further details are available from the Headmaster, Birkdale School, Oakholme Road, Sheffield S10 3DH.
(48758) 180012

Remedial and Special Needs Teaching Posts

Other Assistants

LANCASHIRE
ROSSALL SCHOOL
Fleetwood, Lancashire
Required as soon as possible a visiting, part-time TEACHER qualified in the teaching of children (aged 11-18) with SPECIFIC LEARNING DIFFICULTIES to teach on a private basis and to maintain liaison with other subject teachers and the School's Consultant Educational Psychologist.

Particulars and application form available from the Headmaster (Tel: 039 17 3849).
(48247) 181024

By Subject Classification

Art and Design

Other Assistants

EAST SUSSEX
WADHURST COLLEGE
Wadhurst, East Sussex TN5 6JA
Boarding and Day School of evangelical Anglican foundation for 250 girls aged 9-18
Required for September 1987 teacher to work in a thriving and forward looking ART Department. Courses offered - Art, History of Art to 'A' Level, Photography, Textiles. Ability to teach Design & Communication GCSE needed. Contribution to extra curricular activities essential. Resident or non resident. Salary Burnham Scale 1 at the appropriate incremental point.

Please apply to the Headmistress with full c.v. and names of two referees. (48668) 181284

CATERHAM SCHOOL SURREY

HMC 13-18

Boys Boarding & Day
430 pupils
6th Form of 160
includes some girls

Applications are invited for the post of

DEPUTY HEAD

which will become vacant on 1st Sept. 1987.

Applications with curriculum vitae and the names of three referees should be sent as soon as possible to the Headmaster, from whom further details may be obtained. Closing date: 2nd March, 1987.

Caterham School, Harestone Valley,
Caterham, Surrey CR3 6YA.

(12953)

GODOLPHIN SCHOOL SALISBURY WILTSHIRE SP1 2RA

Independent Boarding and Day school for 320 girls aged 11-18 with a flourishing Sixth Form.

Applications are invited from well qualified graduates for the post of DEPUTY HEAD which becomes vacant in September 1987.

Letters of application with a full curriculum vitae and the names and addresses of two referees should be addressed to the Headmistress not later than March 2nd.

(12986)

Royal Soldiers' Daughters' School,
Vane House, 65 Rosslyn Hill,
Hampstead, NW3 5UD
Principal: Mrs. C. L. Griffiths, B.A.
Telephone 01-794 7708

Independent day and boarding school for girls aged 5 to 18.

Required for April or September, 1987,

RESIDENT SENIOR MISTRESS

This post involves teaching and administrative duties in the Preparatory Department and responsibility for running the Duke of Edinburgh Award Scheme.

There will be opportunity for participation in the extensive range of physical education throughout the school.

Applications in writing with c.v. and the names and telephone numbers of two referees to the Principal.

(13002)

SIDCOT SCHOOL

Winscombe, Avon BS25 1PD
Tel: (093 484) 3102

Quaker Co-educational
Boarding School
300 pupils 9-18

DEPUTY HEAD

(Group 7 + allowances)

required from September 1987. Fully qualified and experienced teacher.

Applicants should be members of, or in close sympathy with, The Society of Friends (Quakers). Closing date for applications: 6th March.

Further particulars and application form from the Headmaster.

(13005)

ROYAL GRAMMAR SCHOOL, WORCESTER

Applications are invited for the two most senior staff appointments which will fall vacant on 1st September 1987, because of retirement and promotion to a Headship.

DEPUTY HEADS

Details of both posts available from the Headmaster at the School. Details of the School in I.S.Y.B. It is hoped to appoint before the end of this Term.

(12927)

INDEPENDENT EDUCATION

continued

EDINBURGH

THE EDINBURGH ACADEMY

A teacher of Art is required for September 1987 to join a lively team in a rapidly developing and well equipped department.

The post provides an exciting opportunity for a well qualified artist and teacher who is open to new ideas and is committed to communicating the subject in an imaginative and stimulating way. The Department works as a team, developing common aims and ideas through a wide range of media, available in two and three dimensions. An all-round visual awareness and understanding is therefore necessary. The successful applicant should have teaching experience or teacher training, and should be able to offer some of the following skills, drawing and painting, silk screen printing, graphic design, theatre design, history and appreciation of Art.

Further details from the Rector, The Edinburgh Academy, 42 Henderson Row, Edinburgh EH3 5BL, to whom applications should be sent by 2nd March, 1987, supported by CV and the names of two referees. (48994) 181224

OXFORDSHIRE

TUDOR HALL SCHOOL
Banbury, Oxon OX16 9UR
Tel: Banbury (0295) 3434
ART TEACHER
Required September 1987 Art Teacher with 3-Dimensional bias and/or History of Art at Independent Boarding School for Girls' 11-18 years. Able to teach from 11 years to A Level standard. Single person accommodation available.
Reply with c.v. and names and addresses of two referees to The Headmistress. (48376) 181224

SHEFFIELD

BIRKDALE SCHOOL
IAPS day school for 480 boys age 4-16; introduction of Sixth Form planned for September 1988
Required in September 1987, a part time teacher of ART to teach in an expanding Art and Design department. The successful applicant will teach to GCSE, and play a full part in out of school activities based in the Art and Design centre. It may be possible initially to combine this post with the post of part-time CDT teacher currently advertised in the CDT section.
Letters of application, together with full CV and names of two referees, should be sent to The Headmaster, Birkdale School, Oakholme Road, Sheffield S10 3DH, from whom further details may be obtained. (48760) 181224

SHROPSHIRE

ACTON REYNALD INDEPENDENT SCHOOL FOR GIRLS
Shrewsbury, Shropshire SY4 4DX
Residential Art Teacher required for GCSE and A level to commence April or September 1987. State subsidiary subject. Excellent accommodation and salary.
Written application with names of 2 referees to the Principal, Tel: Clive (093928) 365. (44232) 181224

WILTSHIRE

WARMINSTER SCHOOL
(SHMIS, Co-educational Day and Boarding, 440 Pupils)
ART AND DESIGN
Required for September, 1987 a graduate with vitality and enthusiasm to teach Art and Craft with some Design and Graphics in an expanding department. Own salary scale under review (above Burnham Scale 2). A willingness to enter fully into extra-curricular activities important. A residential post is available for a single person.
Apply with C.V. and the names, addresses and telephone numbers of two referees to The Master, Warminster School, Warminster, Wiltshire BN12 8PJ. Tel: (0985) 213038. (48300) 181224

Careers

Other Assistants

BEDFORDSHIRE

THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
1000 girls (7-18), 180 in Sixth Form
Required in September 1987, an assistant teacher with CAREERS experience, to be second in the department and a member of a team teaching and interviewing students from 13 to 18. The successful candidate will assist in the running of the careers libraries in the school; careers work will occupy approximately half of a full timetable. State SECOND TEACHING SUBJECT. Burnham Scale according to qualifications and experience.
The careers area in the Sixth Form Centre includes a careers interviewing room/office for the assistant careers teacher. Further details of the work of the Careers Education Department can be obtained on request.
Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (48525) 181424

Classics

Other Assistants

MIDDLESEX

HARROW SCHOOL
Harrow on the Hill
Required for September 1987 a Graduate to teach Classics throughout the School and able to teach some junior English if required. The successful applicant would join a strong and lively department.
Accommodation available.
Applications with full curriculum vitae and names and addresses of two referees should be sent to The Head Master, Harrow School, 1 High Street, Harrow on the Hill, Middlesex HA1 3HW. (00838) 181624

OXFORDSHIRE

ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11-18, Boarding and Day)
Wanted for September 1987: Graduate to teach Latin and French, principally to Lower and Middle School years. This would be a suitable first post for a newly-qualified teacher, but experienced candidates may also apply. Ability to offer games coaching would be an advantage.
Details and application forms from the Headmaster, Abingdon School, Abingdon, Oxfordshire OX14 1DE. (48666) 181624

SUFFOLK

SAINT FELIX SCHOOL
Southwold, Suffolk
370 girls 11-18, 100 in Sixth Form, Selective Intake
Required for September graduate offering both Latin and Greek. Opportunity to teach to 'A' Level in lively and successful department. Burnham Scale 1 or 2. The post is non-resident, but single accommodation may be available.
Letters of application with curriculum vitae and names of three referees to The Headmistress. (48122) 181624

NORWICH SCHOOL

HMC – 750 BOYS

Required in September 1987, a

CLASSICS GRADUATE

to teach Latin and Classical Civilization, to GCSE and 'A' level, in a strong department. An ability to assist with extra-curricular activities and games will be expected.

Salary above Burnham.

Further details from and applications, together with a full curriculum vitae and the names and telephone numbers of two referees, to the Head Master, Norwich School, 70 The Close, Norwich NR1 4DQ.

(13021)

Computer Studies

Heads of Department

SUFFOLK

SAINT FELIX SCHOOL
Southwood, Suffolk
360 girls, 11-18, 100 in Sixth Form
Selective Intake
Required for September honours graduate to be responsible for the continued development of Computing and Technology in an expanding department. The successful candidate will liaise with the Heads of Science and C.D.T. in a variety of initiatives.
A new purpose-built Science and Technology Centre houses two Computer Rooms and excellent facilities for C.D.T. and Electronics. Ability to offer a few periods of Physics or Mathematics teaching to GCSE or A Level an advantage.
Burnham Scale II or III, depending on experience and qualifications.
Letters of application with c.v. and names of two referees to the Headmistress. (48780) 182018

WEST SUSSEX

SLINDON COLLEGE
COMPUTER STUDIES AND MATHEMATICS
Required for September 1987: a person to organise and run the teaching of Computer Studies for GCSE courses and to help with the teaching of Mathematics throughout the school.
Slindon College is a small independent boarding school for boys. A commitment to boarding school life is essential and accommodation is available for a suitable applicant.
Please apply in writing, with CV, to the Headmaster, Slindon College, Slindon, Arundel, West Sussex BN18 0RH. (48800) 182018

Other Assistants

KENT

KENT COLLEGE
Canterbury
(H.M.C. Methodist Co-educational Boarding and Day School, Sixth Form of 170)
A teacher of Computing is required for September, 1987. Ability to teach another subject would be an advantage and interest in extra-curricular activities would be welcome.
Accommodation in School is likely to be available for a single person.
Salary according to Burnham Scale (or equivalent) plus Kent College allowance. Possibility of a scale above basic for a candidate with some experience.
Applications to the Headmaster, Kent College, Canterbury, Kent CT2 9DT, enclosing c.v., together with names, addresses and telephone numbers of two referees. (48764) 182024

LEICESTER

LEICESTER GRAMMAR SCHOOL
Applegate, Leicester LE1 5LB
(Mixed, selective school of 500 (100) in the sixth form)
COMPUTING
A teacher of COMPUTING with the ability to teach another discipline is required for September 1987. There would be sixth form teaching for someone of the right calibre and an opportunity to build up computing with new facilities.
Applications, accompanied by a Curriculum Vitae and the names of two persons, to whom reference may be made, should be sent to the Headmaster at the above address. (49484) 182024

PERTHSHIRE

GLENALMOND COLLEGE
Please see advertisement under Craft, Design and Technology. (49644) 182024

Craft, Design & Technology

Heads of Department

SUFFOLK

GRADE II/III HEAD OF DEPARTMENT
Required for Independent Day/Boarding School, April or a.s.a.p. thereafter. Qualified teacher of CDT. Graduate preferred to Head small department, teaching throughout age range, including GCSE 'A' Level.
Own salary scale, competitive and negotiable.
Resident/Non Resident post available.
Apply by letter with full C.V. to: Headmaster, The Hall, Gt. Finborough, Stowmarket, Suffolk. (49496) 182118

Other Assistants

DORSET

SHERBORNE SCHOOL
Dorset
There will be a vacancy for a teacher of CDT in September 1987. Salary above Burnham. Accommodation available.
Applications should be sent by 3rd March with curriculum vitae and names and addresses of two referees to the Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP. (48178) 182124

EAST SUSSEX

ST. MARY'S HALL
Brighton, C. of E. Independent public school for girls (approx 350)
Required for September 1987, an enthusiastic, full-time teacher of C.D.T. The successful candidate will be expected to establish the teaching of C.D.T. throughout the school and to take over the teaching of C.D.T. (Technology) for GCSE. New, well-equipped workshop. Salary according to qualifications and experience.
Apply in writing with curriculum vitae and names and addresses of two referees to: The Headmistress, St Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (48234) 182124

KENT

THE KING'S SCHOOL
Canterbury
Applications are invited for the post of Assistant Master to teach Craft, Design and Technology from September 1987 in a well equipped new department. Applicants should be committed to a design based, problem-solving approach to CDT. The successful applicant will be based in a woodwork room but will be able to contribute more than one specialism. Courses are being developed in GCSE CDT Technology and 'A' Level Design Technology and full involvement in both courses will be expected. Possibility of accommodation if required.
Further details of the department, the courses and the School are available from Headmaster's Secretary, 25 The Precincts, Canterbury CT1 2ES Tel: 450502. (0227). (44242) 182124

LONDON EC4

CITY OF LONDON SCHOOL

HMC 800 day boys 10-18

A well-qualified and enthusiastic teacher of DESIGN AND TECHNOLOGY is required for September 1987 to help expand this new and well-resourced department. Applications from newly qualified teachers will be welcome.

Salary substantially above Burnham.

The school moved in summer of this year to magnificent newly-built and newly-equipped premises on a riverside site in the City.

Applications, accompanied by a full curriculum vitae and the names, addresses, and telephone numbers of three referees, should be made by 27th February to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 0291), from whom further details may be obtained. (49875) 182124

SHEFFIELD

BIRKDALE SCHOOL
IAPS day school for 480 boys aged 4-16; introduction of sixth form planned for September 1988
Required in September 1987, a part-time teacher of CDT to assist in a new and expanding department. Well equipped Workshop completed in 1986; further expansion planned. Particular areas of development include fully integrated C.A.D. and C.A.M. systems, including all aspects of the design process. It would be possible for this post to be combined with the part-time Art post currently advertised in the Art and Design section.
Letters of application together with full C.V. and names of two referees, should be sent to the Headmaster, Birkdale School, Oakholme Road, Sheffield S10 3DH, from whom further details may be obtained. (48761) 182124

SHROPSHIRE

OSWESTRY SCHOOL
S.H.M.I.S., 325 Pupils, 13-18 co-educational
A qualified teacher is required in September for the Craft, Design and Technology Department to teach Design Realisation and Design Communication. The emphasis in this small Department is on Design and Problem Solving and the ability to team teach would be an advantage.
Willingness to help with C.C.F. and/or games is also important. Accommodation would be available for a single person in exchange for boarding duties.
Salary: Burnham Scale according to experience.
Applications with full curriculum vitae and the names and addresses of two referees should be sent to: The Headmaster, Oswestry School, Oswestry, Shropshire SY11 2TL. (48206) 182124

SHROPSHIRE

WREKIN COLLEGE
H.M.C. 380 pupils 13-18 Co-educational boarding (and day)
Well qualified and enthusiastic teacher required for September 1987 to teach Design/Technology to O and A level, with emphasis on Metalwork Department, and if possible microelectronics. Applications from newly-qualified engineers also welcomed. Possibility of headship of department.
The school has its own salary scale. We hope to be able to provide accommodation.
Apply with curriculum vitae and names of 2 referees to The Headmaster, Wrekin College, Wellington, Telford, Shropshire TF1 3BG. (44228) 182124

WILTSHIRE

WARMINSTER SCHOOL
(SHMIS, Co-educational Day and Boarding, 440 pupils)
CRAFT, DESIGN AND TECHNOLOGY
Required for September 1987 a graduate with vitality and enthusiasm to teach Design and Graphics with some Art and Craft in an expanding department.
Own salary scale under review (above Burnham Scale 2).
A willingness to enter fully into extra-curricular activities important. A residential post is available for a single person.
Apply with C.V. and the names, addresses and telephone numbers of two referees to The Master, Warminster School, Warminster, Wiltshire BA12 8PJ. Tel: (0985) 213038. (48401) 182124

Economics & Business Studies

Heads of Department

NORTHAMPTONSHIRE

OUNDLE SCHOOL

Required for September 1987, a HEAD OF ECONOMICS to take charge of an active, flourishing department.

Accommodation for a single or married person is available.

Further information from and applications, including the names of two referees, to The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN. (48598) 182218

Other Assistants

BERKSHIRE

PANGBOURNE COLLEGE
Required for September 1987 a young graduate to teach ECONOMICS and POLITICS throughout the Sixth Form, in a lively, popular department with excellent record at A level and beyond.
Ability to coach games, especially Rugby or Rowing, an additional recommendation.
Applications with curriculum vitae and names, addresses and telephone numbers of two referees to The Headmaster, Pangbourne College, Pangbourne, Berkshire RG8 8LA, from whom further details may be obtained. (Tel: 073-57-2101). (48185) 182224

BERKSHIRE

A teacher of Economics and/or Business Studies will be required at an Independent Co-educational school to commence in September 1987. The person appointed will join a thriving Economics Department and will be required to teach in the age range 11-18 including the preparation of candidates for G.C.S.E. and A-level examinations. The ability to teach some Geography would be an advantage but is not an essential requirement of the post and residential accommodation could be offered. Salary would be paid according to Burnham Scale 1 or 2 in the first instance dependent upon qualifications and experience and subject to any restructuring of teachers' salaries.
Applications which should include curriculum vitae and the names and addresses of two referees should be made in writing to The Headmaster, The Licensed Victuallers' School, Brunel Way, Slough, Berkshire. (48993) 182224

CROYDON

OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, well qualified Honours Graduate to teach Advanced Economics. The school has a thriving sixth form Economics Department. Salary Burnham Scale III.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (48957) 182224

KENT

KENT COLLEGE
Canterbury
(H.M.C. Methodist Co-educational Boarding and Day School, Sixth Form of 170)
A teacher of Economics is required for September 1987. Ability to teach another subject would be an advantage and interest in extra-curricular activities would be welcome.
Accommodation in School is likely to be available for a single person.
Salary according to Burnham Scale (or equivalent) plus Kent College allowance. Possibility of a scale above basic for a candidate with some experience.
Applications to the Headmaster, Kent College, Canterbury, Kent CT2 9DT, enclosing c.v., together with names, addresses and telephone numbers of two referees. (48765) 182224

MARLBOROUGH

MARLBOROUGH COLLEGE

Required for September 1987, a young and enthusiastic teacher of A Level BUSINESS STUDIES, to join a strong team. Some industrial or commercial experience is desirable but not essential. The successful candidate will be expected to contribute substantially to extra-curricular activities. Ability to help with boys' or girls' sport and/or CCF will be an asset. Salary on Marlborough's own scale. Accommodation available.

Further details from The Master's Secretary, Marlborough College, Wiltshire SN8 1PA (Tel: 0672 55511).
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two or more referees, should reach The Master by March 13th. (48855) 182224

GIGGLESWICK SCHOOL

Independent Boarding and Day Education for Boys and Girls 8-18

Requires for September 1987

HEAD OF CDT

for its thriving department which will move into a new building to be opened in September 1987.

Full details from: Peter Hobson M.A., Headmaster, Giggleswick School, Settle, N. Yorkshire, BD24 0DE.

INDEPENDENT EDUCATION

continued

NORTH WALES

RYDAL SCHOOL
Colwyn Bay
(H.M.C. Co-Educational)
Mainly Boarding 13-18 years)
Owing to expansion an additional appointment is required for September 1987 of a graduate to teach ECONOMICS at all levels and also some Geography as a subsidiary subject. The post would suit a young and energetic teacher seeking a first or second appointment. Games ability would be an additional qualification as would a willingness to contribute to the many other extra-curricular activities of a boarding school.
Salary Burnham (or equivalent) according to qualifications and experience plus Rydal Allowance.
Please apply to the Headmaster with C.V. and names of two referees. (44201) 182224

OXFORDSHIRE

ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11-18, Boarding and Day)
Wanted for September 1987: Graduate to teach Economics and Business Studies at sixth-form level, with some Geography. This would be a suitable first post for a newly-qualified teacher, but experienced candidates may also apply. Ability to offer games coaching would be an advantage.
Details and application forms from the Headmaster, Abingdon School, Abingdon, Oxfordshire OX14 1DE. (48665) 182224

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Malvern, Worcestershire WR14 3BA
Independent Boarding School for 520 girls with a Sixth Form of 160
REQUIRED FOR SEPTEMBER 1987 Experienced Economics graduate to be responsible for establishing Economics in the curriculum, (G.C.S.E. and Advanced Levels and general) and to teach another subject. An interest in any of the following would be an advantage - Business Studies, Information Technology, Politics, Careers.
Burnham Scale post according to experience. Residential or Non-residential.
Applications with curriculum vitae and the names and addresses of two referees to the Headmistress as soon as possible. (48363) 182224

DULWICH COLLEGE OF PREPARATORY SCHOOL

London SE21

I.A.P.S. (740 boys age 3–13)

HEAD OF ENGLISH

Required for September 1987 a well qualified and experienced English graduate to lead a large and thriving department. Drama and oral work play an important part in a school with high academic standards. The successful candidate must be able to teach to Public School Scholarship level and have a responsibility for dramatic productions. The school has excellent facilities and attractive working conditions. This is an important post and will be remunerated accordingly; it offers an exciting opportunity for an enthusiastic person willing to enter fully into the life of the school.

Further details available from the Headmaster to whom applications should be made with c.v. and names of two referees. Please write to 42 Alleyn Park, Dulwich SE21 7AA.

(13034)

ST. SWITHUN'S SCHOOL. WINCHESTER. HANTS. SO21 1HA.

An Independent school of 420 girls aged 11 – 18 yrs.

Required in September

HEAD OF ART DEPARTMENT

Burnham Scale 3

HEAD OF ENGLISH DEPARTMENT

Burnham Scale 4

Applications with full C.V. and names of two referees to the Headmistress. Further details can be obtained from the Headmistress' Secretary. Applications to be in by the 6th. March. Interviews to be held on the 18th & 19th March.

(13170)

English

Heads of Department

BERKSHIRE

BEARWOOD COLLEGE
Wokingham, Berkshire RG11 5BG
A SHMIS BOYS' BOARDING SCHOOL
(See Independent Schools' Year Book 1986, page 456)
Required from September from September, 1987 an English Graduate to be in charge of the English Department. A person who would be willing to develop a modern programme leading towards GCSE as well as inspiring 'A' level candidates is sought. The successful candidates would be expected to take a full part in the normal duties associated with a boys' boarding school. The salary is likely to be based on Burnham Scale 3 but the starting point is negotiable. Family accommodation is available.
Please send letter of application and names and addresses of two referees to the Headmaster. (48212) 182418

LONDON N21

PALMERS GREEN HIGH SCHOOL
Hoppers Road, N21 3LJ
Tel: 01-886 1135
(GSA 280 girls 3-16)
HEAD OF ENGLISH
Required for Sept. '87 lively and experienced graduate to organise the Eng. Dept. and teach throughout the Senior School. Further information available from the School.
Applications by letter to the Headmistress including full CV and details of 2 referees. Previous applicants need not reapply. (48662) 182418

Other Assistants

EAST SUSSEX

ST. MARY'S HALL
Brighton, C. of E. Independent public school for girls (approx 350)
Required for September 1987, a fully qualified graduate to teach English up to 'A' level University Scholarship standard. Experience not essential. Salary according to qualifications and experience.
Apply in writing with curriculum vitae and names and addresses of two referees to: The Headmistress, St Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (48236) 182424

EAST SUSSEX

EASTBOURNE COLLEGE
An ENGLISH graduate is required for September 1987 to teach at all levels in large, lively department. Games and other extra-curricular activities an important advantage. Accommodation available.
Write, with curriculum vitae and names of two referees, to the Headmaster, Eastbourne College, Eastbourne, E. Sussex BN21 4JX. Details available on request. (48817) 182424

HERTFORDSHIRE

QUEENSWOOD SCHOOL
(GSA)
Shepherd's Way, Brookmans Park, Hatfield, Herts, AL9 6NS
Required for September 1987 - a well-qualified and enthusiastic English graduate to teach throughout the School to 'A' Level and University entrance in a strong and flourishing Department. Queenswood has a keen Debating Society and an applicant with an interest in debating would be desirable.
Queenswood is a girls' school for 390 boarders aged 11-18 years, only 15 miles from Central London. The post may be residential or non-residential, salary will be according to age and experience and is Burnham related.
Applications in writing, with curriculum vitae and names and addresses of two referees, to the Headmistress. Closing date for applications 1st March 1987. (49698) 182424

KENT

BEDGEBURY SCHOOL
(GSA, 370 girls, boarding/day)

Requires a well qualified ENGLISH graduate to take particular charge of the subject in the 1st to 3rd years (11-13); some examination work available. Burnham Scale 1 or 2 for suitably experienced candidate.

Please apply to the Acting Headmistress, Bedgebury School, Goudhurst, Cranbrook, Kent TN17 2SH with c.v. and names and addresses of two referees.

Closing date: 28th February, 1987. (39188) 182424

LONDON EC4

CITY OF LONDON SCHOOL

HMC 800 boys 10-18

A good honours graduate is required for September 1987 to teach ENGLISH throughout the School.

Salary substantially above Burnham. The School moved in the summer of last year to magnificent newly-built and newly-equipped premises on a riverside site in the City.

Applications, accompanied by a full curriculum vitae and the names, addresses, and telephone numbers of three referees, should be made by 5th March to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 0291), from whom further details may be obtained. (48109) 182424

LONDON SW19

KING'S COLLEGE SCHOOL
Wimbledon SW19
HMC 615 boys 13-18, 250 in Sixth Form
Required for September 1987 an English graduate to teach the subject throughout the School, including the upper forms of the Junior School (I.A.P.S. 380 boys 8-13) which shares the same site as the Senior School. This is a new post which will offer a rewarding opportunity to a candidate able to make a major contribution to School games, especially rugby, hockey or cricket.
K.C.S. salary scale, above Burnham. Possibility of school accommodation.
Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees. Further paticulars of the post may be obtained from the Head Master's Secretary, King's College School, Southside, London SW19 4TT. (01-947 9311). (48552) 182424

LONDON W5

ST. BENEDICT'S SCHOOL
Ealing, London W5 2ES
HMC Benedictine R/C Day School
c.600 pupils (including 6th form girls)
Required for September 1987 qualified English graduate to teach throughout the school. An active interest in the development of GCSE work in years 1 to 3 an advantage. Willingness to help with games, C.C.F., or other extra-mural activities essential.
St. Benedict's allowance above Burnham.
Applications with full curriculum vitae and names and addresses of two referees to the Headmaster. (48812) 182424

NORTH YORKSHIRE

GIGGLESWICK SCHOOL
Independent Boarding and Day Education for boys and Girls 8-18
ENGLISH
Required for September 1987 a graduate to teach English to 'A' level. Full opportunities exist for involvement in extra-curricular activities.
Applications with the names of two referees to: The Headmaster, Giggleswick School, Settle, N. Yorks. BD24 0DE, from whom further details are available.
Tel: 072 92 3545. (44234) 182424

OXFORDSHIRE

ST EDWARD'S SCHOOL
Oxford
A good honours graduate is required for September 1987 to teach English throughout the school, up to Advanced and Scholarship level. The post offers rewarding opportunities for an enthusiastic specialist. An interest in extra curricular activities, including drama, literary society, etc. would be an advantage.
Further details from: The Warden, St Edward's School, Oxford OX2 7NN. When applying, please include a Curriculum Vitae and the names and addresses of two referees. (44233) 182424

SUFFOLK

SAINT FELIX SCHOOL
Southwold, Suffolk
370 girls 11-18 100 in Sixth Form. Selective Intake
Enthusiastic, imaginative honours graduate required to join the English Department in Sepetmebur. Scope for the development of the successful candidate's own interests in a lively department which pursues high academic standards and organises a wide range of dramatic and literary activities. Burnham salary in accordance with experience and qualifications. The post is non-resident, but single accommodation may be available.
Letters of application to The Headmistress, with names of two referees. (48120) 182424

WEST MIDLANDS

ROYAL WOLVERHAMPTON SCHOOL
Independent, Co-educational Boarding and Day, 11-18 years
English Graduate
Required for September, 1987 to teach English throughout the School.
This post could be eminently suitable for a person seeking a first post.
The successful applicant would be required to be residential. A House Tutorship is available.
Applications, together with curriculum vitae and the names of two referees to the Headmaster, Royal Wolverhampton School, Penn Road, Wolverhampton WV3 0EG. (49500) 182424

Geography

Other Assistants

BRISTOL

QUEEN ELIZABETH'S HOSPITAL
Bristol
(HMC/ex-DG: 470 boys, day and boarding; 110 in sixth form)
Required for September, 1987 a teacher qualified to teach GEOGRAPHY and HISTORY to GCSE level. Help with games, etc., an added recommendation. Single accommodation may be available in return for boarding duties.
Full particulars of the School in Independent School Yearbook p. 268.
Applications with c.v. and names, addresses and phone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (48181) 182624

CAMBRIDGE

THE PERSE SCHOOL FOR GIRLS
Cambridge
Required Part-time in September, a good honours graduate to teach Geography throughout the School, including sharing in G.C.S.E. teaching and related field work. An interest in visual aids, including computing, would be welcome. Possibility of some Sixth Form teaching for suitable applicant.
Please apply, with full details of qualifications and experience, and the names and addresses of two referees, to the Headmistress, by February 27th. (48414) 182624

EAST SUSSEX

EASTBOURNE COLLEGE
Required in September 1987, for one term only, a graduate teacher of GEOGRAPHY to G.C.S.E. and Advanced Level. An interest in Physical Geography would be an asset. Accommodation available.
Further details on request.
Write, with curriculum vitae and the names of two referees, to the Headmaster, Eastbourne College, Eastbourne, E. Sussex, BN21 4JX. (48113) 182624

KENT

BENENDEN SCHOOL
Cranbrook, Kent TN17 4AA

(Independent; 400 girls 11-18)

for September 1987

We are looking for a good honours graduate to share the teaching of GEOGRAPHY throughout the school to university entrance level, and possibly to be Head of Department.

Generous salary and the usual benefits. A fully-residential house tutorship could be linked to this position; it could, however, be non-residential, in which case accommodation may be available. Energy and enthusiasm for working in a boarding community are vital.

Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs. G.D. duCharme, by the 10th March 1987. (48377) 182624

KENT

THE KING'S SCHOOL
Canterbury
Required for September 1987 a graduate to teach GEOGRAPHY to all levels. Possibility of accommodation if required.
Applications enclosing a curriculum vitae to The Headmaster, The King's School, Canterbury, Kent CT1 2ES. (48336) 182624

LONDON SE3

BLACKHEATH HIGH SCHOOL
Wemyss Road, London SE3 0TF
GPDST
Required to begin April or September, 1987, full-time teacher of Geography throughout the school, up to and including Oxford and Cambridge entrance.
Applications in writing, including c.v. and names of two referees to: The Headmistress, Blackheath High School, Wemyss Road, London SE3 0TF before 20th March, 1987. (48634) 182624

LONDON SW19

KING'S COLLEGE SCHOOL
Wimbledon SW19

HMC 615 boys 13-18, 250 in Sixth Form

Required for September a Geography graduate to teach throughout the School to university entrance level in a well established department. The post would be suitable either as a first appointment or as a further opportunity to extend teaching experience. An active interest in field work would be an advantage. Candidates should be able to offer a significant contribution to the School's programme of games and extra curricular activities.

K.C.S. salary scale, above Burnham. Possibility of school accommodation.

Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees.

Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Southside, London SW19 4TT. (01-947 9311). (48549) 182624

SURREY

THE GROVE SCHOOL
Hindhead
G.S.A./G.B.G.S.A. (260 Girls, 5-18)
Required for September, 1987. Well qualified teacher of GEOGRAPHY
To teach throughout the Senior School to G.C.S.E. level.
Burnham Scale according to experience and qualifications, plus London Fringe allowance and Government Superannuation.
Applications, together with the names of two referees curriculum vitae to The Headmaster. (44040) 182624

ALDENHAM SCHOOL

HMC – 350 Boys Boarding (13-18) with Day Boys and Girls in the Sixth Form.

ENGLISH

To be one of three specialists teaching at all levels in the school (140 in the Sixth Form). There are excellent opportunities to develop interests in Drama or Debating and full participation in games, CCF, societies and tutoring in the boarding houses is offered.

Would suit a first or second appointment for a man or woman with good qualifications seeking to start or develop their experience in a fully committed teaching career.

Please write for more information to: The Headmaster, Aldenham School, Elstree, Herts. WD6 3AJ.

(13128)

THE HABERDASHERS' ASKE'S SCHOOL

Elstree, Herts.

(HMC – INDEPENDENT – 300 IN SIXTH)

Required for September, a well-qualified

GEOGRAPHER

to teach at all levels up to University entrance.

Further details may be obtained from the Headmaster, The Haberdashers' Aske's School, Butterfly Lane, Elstree, Herts. WD6 3AF. (Tel: 01-207 4323). Applications with full c.v. and names of referees should be submitted by 26th February.

(12928)

INDEPENDENT EDUCATION

continued

History

Heads of Department

LONDON SW1

WESTMINSTER SCHOOL

There will be a vacancy in September 1987 for a well-qualified and experienced Historian, who in January 1988 will assume the post of

HEAD OF HISTORY.

Full details of the post are obtainable from The Head Master, Westminster School, 17 Dean's Yard, London SW1P 3PB, to whom applications should be made by letter giving a full curriculum vitae and the names of at least two academic referees.
(48553) 182818

Other Assistants

DORSET

SHERBORNE SCHOOL
Dorset

There will be a vacancy for a teacher of HISTORY in September 1987. Salary above Burnham. Accommodation available.

Applications should be sent by 3rd March with curriculum vitae and names and addresses of two referees to the Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP. (48177) 182824

HERTFORDSHIRE

ABBOT'S HILL SCHOOL
Hemel Hempstead
Girls Independent Boarding/Day - 160 pupils - 11-16 years

Full-time HISTORY teacher required for September to teach throughout the School.

A full commitment to extra curricular activities is important. Possibility of accommodation.

Applications, with full curricular vitae and names and addresses of two referees, to the Headmistress, Abbot's Hill School, Bunkers Lane, Hemel Hempstead, Herts. HP3 8RP. (48621) 182824

POWYS

BRECON
CHRIST COLLEGE
(HMC Boarding: 300 boys and 30 6th Form Girls)

Required for September, 1987, an honours graduate to teach HISTORY to A-level. Extra curricular contributions (especially games) will be essential: accommodation is available for a married or single person. Own salary scale (above Burnham).

Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Christ College, Brecon, Powys LD3 8AG. (Tel: 0874 3359). (49498) 182824

RUTLAND

OAKHAM SCHOOL
Rutland
HMC; Independent, Co-educational, Boarding/Day, 950 pupils 11-18
HISTORIAN

Required for September 1987, a graduate to teach History. The successful candidate will be required to offer Social Sciences as well. Ability to help with extra curricular activities would be an advantage. A House tutoring post would be available for a young applicant.

Applications with full c.v. and the names and addresses of two referees should be sent to The Headmaster, Chapel Close, Oakham, Rutland LE15 6DT. Applications close 9th March 1987. (48585) 182824

SUFFOLK

IPSWICH SCHOOL
Suffolk IP1 3SG
HMC Day & Boarding
(570 Boys & 35 Girls in 6th Form)

Required for September 1987, HISTORIAN to be HEAD OF SIXTH FORM GENERAL STUDIES and teach History at all levels in a thriving department. Help with games, C.C.F. etc. a recommendation.

Ipswich School, Scale 3 (substantially above Burnham); school accommodation possible.

Obtain details from the Headmaster's Secretary (Tel: 0473 55313) and apply before 6th March. (48933) 182824

KING EDWARD'S SCHOOL, BIRMINGHAM

Required for September 1987 a well-qualified experienced GRADUATE to be Head of History Department. The school is an independent HMC day school for boys 11-18 in an attractive setting. Academic standards are exceptionally high and the Department has a proven record of examination success up to Oxbridge level. Applications, which should include curriculum vitae and the names and addresses of two referees should be made to the Chief Master, King Edward's School, Edgbaston Park Road, Birmingham B15 2UA.

(12968)

OAKDENE SCHOOL, BEACONSFIELD

(420 Girls 8 – 18 years)

Head of Mathematics

Senior School (11 – 18 years)

Graduate with relevant experience required for September 1987. Some Physics and Computer Studies an advantage.

Salary negotiable.

Handwritten letter of application with full CV and details of 3 referees to the Headmistress by 17 March 1987.

Oakdene School, Wilton Road, Beaconsfield, Buckinghamshire, HP9 2BS.

(13113)

SURREY

WHITGIFT SCHOOL
Croydon
(HMC 875 Boys)

Required in September, graduate to teach POLITICS to G.C.E. A-Level and HISTORY to G.C.S.E. The post would suit a teacher looking for a first or second post and keen to communicate a lively awareness of the modern world. Ability to contribute to games, especially athletics, and/or other co-curricular activities an important recommendation.

Salary on Whitgift scales (above Burnham) according to qualifications and experience. Accommodation might be available and up to £500 assistance with removal expenses.

Apply to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey, enclosing curriculum vitae and names and addresses of two referees.
(49431) 182824

WEST SUSSEX

CHRIST'S HOSPITAL
Horsham, West Sussex
Independent, co-educational boarding school
11-18 years, 650 boys, 210 girls

HISTORY Graduate required, in September 1987 to teach throughout the school including 'A' level and Oxbridge entrance. Academic considerations paramount, but extra curricular contributions (games coaching or CCF especially) very important.

Post suitable for first or second appointment.

Applications, with full curriculum vitae and the names of two referees to:- The Head Master, Christ's Hospital, Horsham, West Sussex RH13 7LS. Tel: (0403 52547). Further details will be sent. (49475) 182824

Home Economics

Heads of Department

LANCASHIRE

QUEEN MARY SCHOOL
Lytham FY8 1DS
700 girls, 7-18 years (GSA)

Required for September 1987 a suitably qualified person to be Head of the Home Economics Department. To share the teaching of cookery throughout the school to GCSE standard with some needlework, possibly to GCSE standard.

Scale 2/3 according to qualifications and experience.

Applications to the Headmistress with curriculum vitae and names and addresses of two referees. Closing date 2nd March. (48105) 183018

Other Assistants

MIDDLESEX*

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, Middlesex
(780 girls: Senior Department 590)
Required for September 1987

ASSISTANT TEACHER to share in the work of the HOME ECONOMICS DEPARTMENT throughout the age range 11-18 years.

The successful applicant will be required to teach Food and Nutrition to Advanced level and some Needlecraft to G.C.S.E.

Salary Burnham plus with London Weighting. Scale post available but applications from enthusiastic beginners are welcomed.

Apply to the Head Mistress, with curriculum vitae and names of two referees. (48322) 183024

NORFOLK

RUNTON HILL SCHOOL

Independent Boarding School (170 girls 11-18 yrs.)

Required for September, 1987 (due to retirement of current member of staff) full time teacher of HOME ECONOMICS. Applicants must be familiar with GCSE work.

Apply with full CV with names and addresses of two referees to: Mrs Brodie, Runton Hill School, West Runton, Cromer, Norfolk NR27 9NF. (48081) 183024

Mathematics

Heads of Department

BRADFORD

BRADFORD GIRLS' GRAMMAR SCHOOL
Independent 660 girls

Required for September. Head of MATHEMATICS to take charge of a large department and to teach throughout the school to Advanced and Scholarship levels. Salary Burnham Scale according to experience and qualifications.

Please apply to the Acting Headmistress giving two names for reference. Closing date 28th February. (48416) 183418

LANCASTER

BENTHAM SCHOOL
Bentham, Lancaster LA2 7DB
SHMIS
Independent, co-educational boarding and day school 330 pupils: 150 boarders: age range 7-18 50 in 6th form
REQUIRED FOR SEPTEMBER 1987.

Mathematician to teach mathematics through to 'A' level. Ability to assist with Physics and/or Computing would be an additional advantage.

Outstanding candidates will be considered for the position of Head of Mathematics.

This position would suit a young enthusiast and it could be offered on a residential basis.

Applications, together with names and addresses of two referees of two referees should be sent to the Headmaster, Bentham School, Bentham, Lancaster LA2 7DB.
(48427) 183418

Other Assistants

CROYDON

OLD PALACE SCHOOL
(Independent Day School 750 girls)

Required for September 1987, University Honours Graduate to teach Mathematics throughout the School to Advanced and University entrance level. The School has a strong Mathematics Department with a large number in the sixth form studying the subject. The post would be suitable for either a well qualified beginner or an experienced teacher.

Salary according to qualifications and experience. Scale II or III for a suitable candidate.

Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (44043) 183424

DORSET

TALBOT HEATH
Bournemouth
Independent (formerly Direct Grant) Church of England Day and Boarding School for 600 girls aged 8-18 years; Sixth Form of 100
MATHEMATICS GRADUATE

Required in September, 1987 to teach the subject throughout the Main School (11-18 years) to G.C.S.E., Advanced and Oxbridge levels. Strong department of six.

Please apply immediately by letter with curriculum vitae and the names and addresses of two persons to whom reference may be made to the Head Mistress, Talbot Heath, Rothesay Road, Bournemouth BH4 9NJ. Tel: (0202) 761881. (48996) 183424

WOLVERHAMPTON GRAMMAR SCHOOL

620 DAY BOYS, GIRLS IN THE SIXTH FORM, HMC.

SECOND IN THE DEPARTMENT OF MATHEMATICS

required for September, to help run an exceptionally effective department. A capacity to contribute to the highest academic standards across the 11-18 age range is the first requirement. Interest in the school's life, and preparedness to contribute to sporting and/or other activities outside the classroom, comes a close second. Salary Burnham Scale 3 or equivalent. Letters of application with cv and names of two referees to the Headmaster, Wolverhampton Grammar School, Compton Road, Wolverhampton, from whom further particulars can be obtained. (Tel. 0902 712004).

(13120)

DORSET

ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls' Roman Catholic Independent Boarding/Day School
(GBGSA/GSA), 402 girls, 90 in the 6th Form

Required for September 1987 a GRADUATE TO TEACH MATHEMATICS throughout the school. Possibility of 'A' level work for suitably qualified and experienced candidate.

Applications in letter form with full C.V. and names, addresses and telephone numbers of two referees to The Headmistress (Mrs. P. Cartwright, B.Sc., M.A.).
(48907) 183424

HAMPSHIRE

FERNHILL MANOR SENIOR SCHOOL
New Milton, Hants.
Tel: 0425 611090

Graduate Teacher of Mathematics required for September, 1987. The post involves teaching G.C.S.E. and possible 'A' level courses.

C.V. and names and addresses of three referees to The Headmaster.

Closing date: 6th March. (48721) 183424

HAMPSHIRE

BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC Coeducational, Boarding 13-18

GRADUATE required for September 1987 to teach Mathematics throughout the school to Advanced level.

Burnham plus, initial salary according to experience.

The Headmaster welcomes applications by letter (no forms) including curriculum vitae and the names, addresses and telephone numbers of three referees.

For further details please telephone the Headmaster's Secretary on Petersfield (0730) 63286. (48779) 183424

KENT

ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(H.M.C. Co-ed. Senior School 350, Sixth Form 120)

MATHEMATICIAN required for September 1987 to teach to GCSE and 'A' level.

A committed Christian, able to coach main games and to take on responsibilities in either a boys or girls boarding house, very strong recommendation.

Own Salary Scale.

Apply with C.V. and names of two referees (with telephone numbers) to the Headmaster.
(48798) 183424

OXFORDSHIRE

SHIPLAKE COLLEGE
Henley on Thames, Oxon
RG9 4BW

Required for September, 1987, a graduate to teach MATHEMATICS and PHYSICS up to GCSE and 'AS' level. There would be prospects of 'A' level teaching in either of these departments in the future.

This is a new post which is being created to satisfy the demands for these two successful departments. The post would be especially suitable for a recent graduate.

A willingness to contribute to extra curricular activities in a boys' boarding school is essential, and an ability to help with the coaching of games (rugby, hockey, cricket and rowing) would be welcome.

Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained.
(48645) 183424

LONDON SW7

QUEEN'S GATE SCHOOL

Required for September 1987 Maths Specialist to teach to G.C.S.E. and A level (applied). Burnham Scale 2 with London Allowance.

For the above post apply in writing to: The Principal, Queen's Gate School, Queen's Gate, London SW7 5LF with CV and the names and addresses of two referees.
(44037) 1834

PORTSMOUTH

PORTSMOUTH GRAMMAR SCHOOL

HMC Independent Day School

Required for September 1987 two graduate MATHEMATICIANS to teach throughout the range 11-18. Two vacancies, due to retirement and promotion, have arisen within the strong department of eight full-time mathematicians. Both posts will involve preparing candidates for GCSE and 'A' levels in Mathematics. It is hoped that in at least one instance the successful applicant will be a recent graduate. Assistance with extra-curricular activities an advantage.

Burnham plus P.O.S. Allowances.

Apply in writing, with full c.v. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (48762) 183424

SUFFOLK

Required September 1987. An experienced Mathematics teacher to G.C.S.E. Level Scale 2.

Letters of application together with curriculum vitae and names and addresses of two referees, to The Head Teacher, Briar (Independent) School, 8 Gunton Cliff, Lowestoft, Suffolk NR32 4PE. (48656) 183

SURREY

WHITGIFT SCHOOL
Croydon
(HMC 875 Boys)

Required in September teacher of MATHEMATICS. Work to GCSE and beyond is available, and there are opportunities for a teacher with special interest in the younger age groups (10-11). Attractive working conditions and opportunity for co-curricular involvement. Ability to coach athletics would be specially welcome.

Salary on Whitgift scale (above Burnham) according to qualifications and experience. Accommodation might be available and up to £500 assistance with removal expenses.

Apply to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey enclosing curriculum vitae and names and addresses of two referees.
(49432) 1834

SURREY

GUILDFORD HIGH SCHOOL
London Road, Guildford GU1 1SJ
(Church Schools Company Ltd)

Required for September a well-qualified MATHEMATICIAN to teach throughout the Senior School (11-18 years) including all branches of Advanced Level. This is a strongly academic school with a thriving mathematics department; half the girls in the sixth form opt for A level maths. The position offers scope for an enthusiastic teacher, either a new entrant to the profession or a more experienced one.

Apply by letter to the Headmistress including c.v. and the names, addresses and telephone numbers of two referees. (48706) 1834

BERKHAMSTED SCHOOL

requires a

GRADUATE TEACHER OF MATHEMATICS

for September 1987

- Maths, Further Maths, Sixth Form and GCSE
- Berkhamsted Salary Scale
- Housing available
- Removal expenses
- Children's educational allowances

Apply for more details to the Headmaster's Secretary (04427 3236) and in writing to the Headmaster, Berkhamsted School, Hertfordshire HP4 2BE before the end of February.

INDEPENDENT EDUCATION

continued

WEST SUSSEX

SLINDON COLLEGE
COMPUTER STUDIES AND MATHEMATICS

Required for September 1987: a person to organise and run the teaching of Computer Studies for GCSE courses and to help with the teaching of Mathematics throughout the school.

Slindon College is a small independent boarding school for boys. A commitment to boarding school life is essential and accommodation is available for a suitable applicant.

Please apply in writing, with CV, to the Headmaster, Slindon College, Slindon, Arundel, West Sussex BN18 0RH. (48799) 183424

YORK

BOOTHAM SCHOOL
York YO3 7BU
(0904) 23636
One of the group of Quaker Schools
HMC, Co-ed, Day, Boys Boarding, 11-18

Vacancy for a full-time teacher of MATHEMATICS able to offer the subject preferably up to university entrance level. The appointment, which commences in September 1987, is for four terms in the first instance, to cover for staff on sabbatical leave.

Salary according to experience. Willingness to help with teacher another subject and/or boys' residential housemastering and out-of-school activities would greatly help an application.

Applications to be sent to the Headmaster.
(48594) 183424

Modern Languages

Heads of Department

HAMPSHIRE

CHURCHER'S COLLEGE
Petersfield, Hampshire GU31 4AS
HMC Independent Day & Boarding School for boys (11-18) and Sixth Form Girls

HEAD OF MODERN LANGUAGES able to teach German and French to 'A' level, required for September 1987.

Salary: Burnham Scale 4.

Willingness to help with CCF and sport, especially cricket and rugby, would be a strong recommendation but is not essential. A residential post may be available.

Please contact Headmaster's Secretary for details and application form. Petersfield (0730) 63033 & 63113. (49478) 183618

KING'S COLLEGE, TAUNTON

(Western Division, Woodard Corporation)
(HMC – Boarding, 13-18, 480 pupils, 200 in Sixth Form)

Required for September 1987:
Teachers in the following departments:

MODERN LANGUAGES

(French with German or Spanish)

MATHEMATICS

Burnham Scale with special responsibility allowance

Applications with full curriculum vitae and names and addresses of two referees to – The Headmaster, King's College, Taunton, Somerset TA1 3DX

(13012)

ST. LEONARDS SCHOOL
ST. ANDREWS
FIFE

Required for September 1987, an Honours Graduate to teach German to G.C.S.E. and A level. German is taught throughout the school. The post is full time and the work is shared by a part time teacher.

Applications, together with a full curriculum vitae and the names and addresses of two referees, should be sent to the Headmistress, St. Leonards School, St. Andrews, Fife, KY16 9QU.

(12979)

Other Assistants

BERKSHIRE

ETON COLLEGE

Required for September 1987, a young graduate to teach FRENCH, or FRENCH and GERMAN. The post would suit a recent graduate or a teacher looking for a first move. Eton salary scale. Accommodation available.

Applications, including CURRICULUM VITAE and names, addresses and telephone numbers of three referees, should be sent to the Head Master, Eton College, Windsor, Berkshire SL4 6DW, from whom further details can be obtained. (48456) 183624

BRADFORD

BRADFORD GIRLS' GRAMMAR SCHOOL
660 girls

Required for September a Graduate to teach FRENCH throughout the school to Advanced and Scholarship levels. The ability to teach German or Spanish would be an advantage.

Salary according to qualifications and experience. Burnham scale.

Please apply to the Acting Headmistress - from whom further details may be obtained giving two names for reference.

Closing date 27th February, 1987. (48090) 183624

CORNWALL

ST. JOSEPH'S SCHOOL
Launceston, Cornwall PL15 8JQ
Independent Boarding and Day School for Girls

Required for April or September, 1987 a qualified teacher of FRENCH up to G.C.S.E. level.

Salary on Burnham Scale. Government Superannuation Scheme.

Apply with c.v. and names and addresses of two referees to the Headmaster, from whom further details may be obtained. (48983) 183624

DEVON

KELLY COLLEGE
Tavistock, Devon

An enthusiastic Modern Linguist graduate is required if possible for September 1987 to teach French and German throughout the School to GCSE and A Level. Assistance with games (boys or girls) and CCF would be an advantage. Post could be combined with resident girls House Tutor for a suitable candidate.

Apply to the Headmaster with c.v. and names of two referees. (48124) 183624

HAMPSHIRE

NORTH FORELAND LODGE
PART-TIME TEACHER of FRENCH

Required for September, 1987 to share teaching up to O and A Level in girls' independent school.

Applications with full C.V. and names of two referees to the Headmistress, North Foreland Lodge, Sherfield-on-Loddon, Nr. Basingstoke, Hampshire. (48204) 183624

KENT

TONBRIDGE SCHOOL

Qualified good honours graduate required for September 1987 to teach French and Spanish to Oxbridge, A and O-Level/GCSE and throughout the school. Ability to contribute to extra curricular activities an added recommendation.

Salary Burnham plus with possibility of accommodation for married or unmarried candidate.

Applications with full curriculum vitae and names and addresses of two referees to The Headmaster, Tonbridge School, Tonbridge, Kent TN9 1JP. (48893) 183624

KENT

KENT COLLEGE
Canterbury
(H.M.C. Methodist Co-educational Boarding and Day School)
Sixth Form of 170

A graduate teacher of German is required for September 1987 to share the teaching of the subject at all levels in the School. The ability to teach French to lower classes would be an advantage but not essential. Interest in extra-curricular activities would be welcome. Accommodation in School is likely to be available for a single person. Salary according to Burnham Scale (or equivalent) plus Kent College allowance. Possibility of a scale above basic for a candidate with some experience.

Applications to the Headmaster, Kent College, Canterbury, Kent CT2 9DT, enclosing c.v., together with names, addresses and telephone numbers of two referees.
(48570) 183624

KENT

ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
Tel: (0843 592680
HMC, Co-ed. Senior School 350, Sixth Form 120

Required for September 1987 Modern Linguist to teach Spanish and French to GCSE and 'A' level.

A committed Christian, able to coach main games, to take on pastoral responsibilities in either a boys or girls boarding house - strong recommendations.

Own Salary Scale.

Apply with C.V. and names of two referees (with telephone numbers) to the Headmaster. (48575) 183624

LEICESTER

LEICESTER HIGH SCHOOL
(G.S.A. School)

Required for September, 1987, a fully qualified graduate to teach German throughout the School to 'A' Level and French to G.C.S.E. This is a full time post for a dedicated and enthusiastic teacher. Burnham Scale and Government Superannuation.

Please apply in writing giving names and addresses of two referees to the Headmistress, Leicester High School for Girls, 454 London Road, Leicester. Tel: (0533) 705338. (48982) 183624

LONDON E17

FOREST SCHOOL
London E17 3PY
(Epping Forest area)
HMC: IAPS
Girls' School - 300 girls
Senior School - 400 boys
Preparatory - 400 boys

Required by the GIRLS' SCHOOL for September 1987, a good Honours Graduate to teach FRENCH to girls for GCSE GERMAN to the co-educational Sixth and the co-educational Sixth Form to A/S level. This post is equally suited to a new entrant to the profession or to a person with experience.

Applicants should be willing to be involved in extra curricular activities and an interest in games would be an advantage.

Enhanced Burnham salary (and Outer London allowance) negotiable according to experience. Subsidised accommodation possible.

Apply with c.v. and names and addresses of two referees to the Headmistress, of the Girls' School, from whom further details are available. 183624
(48459)

LONDON SE12

COLFE'S SCHOOL
Horn Park Lane, SE12 8AW
HMC 798 pupils
Trustee: The Worshipful Company of Leathersellers

A vacancy will occur in September, 1987, for a graduate to teach FRENCH and GERMAN throughout the School. Involvement in extra-curricular activities, including games coaching, welcomed. New entrants to the profession welcomed, but Colfe's School Scale (above Scale 2) would be available to a suitably experienced applicant.

Details from and applications with names of 2 referees to the Headmaster (Tel: 01-852 2283) by 27th February. (48088) 183624

LONDON SW19

KING'S COLLEGE SCHOOL
Wimbledon SW19

HMC 615 boys, 13-18, 250 in Sixth Form

Required for September 1987 a GRADUATE MODERN LINGUIST to teach French and either Italian or Spanish. This is a new post made possible by the growth of the Department. Some teaching may be available in the upper forms of the Junior School (I.A.P.S. 380 boys 8-13) which shares the same site as the Senior School. Candidates should be able to offer a significant contribution to the School's programme of games and extra curricular activities.

K.C.S. Salary scale, above Burnham. Possibility of school accommodation.

Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees.

Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Southside, London SW19 4TY. (01-947 9311). (48551) 183624

OXFORDSHIRE

ABINGDON SCHOOL
(Independent, H.M.C. 700 boys 11-18, Boarding and Day)

Wanted for September 1987: Graduate to teach Latin and French, principally to Lower and Middle School years. This would be a suitable first post for a newly-qualified teacher, but experienced candidates may also apply. Ability to offer games coaching would be an advantage.

Details and application forms from the Headmaster, Abingdon School, Abingdon, Oxfordshire OX14 1DE. (48667) 183624

SOMERSET

ST. MARTIN'S SCHOOL
Crewkerne
Independent Day School Mixed 4-16, Burnham Scale

Graduate to teach French to GCSE for September 1987 using Tricolore scheme throughout School. Some English/German required. Willingnes to participate in extra curricula activities an advantage.

Letter of application and Curriculum Vitae to Headmistress, 22 Abbey Street, Crewkerne, Somerset TA18 7HY. Tel: Crewkerne 73265. (48620) 183624

SURREY

ST. JOHN'S SCHOOL
Leatherhead, Surrey

HMC: 450 Boys, Day & Boarding, 130 in Sixth Form

Well qualified modern linguist, main language French, required for September 1987 to teach up to 'A' level and Oxbridge Entrance. Ability to teach English or a second modern language would be an advantage. St. John's has its own salary scale. Single accommodation available.

Apply with names, addresses and telephone numbers of 2 referees to: The Headmaster, St. John's School, Epsom Road, Leatherhead, Surrey KT22 8SP. (48524) 183624

SURREY

ELMHURST BALLET SCHOOL
Camberley, Surrey
(Vocational and co-educational school for the performing arts - 220 girls and boys)

Required for September experienced graduate to teach French throughout the School up to A level.

Please apply giving full curriculum vitae and names and addresses of of two referees to: The Principal, Elmhurst Ballet School, Heathcote Road, Camberley, Surrey GU15 2HS. (48599) 183624

SUSSEX

WORTH SCHOOL
Turners Hill, Crawley, Sussex
HMC, 440 boys aged 10-18

Required for September 1987 graduate to teach French to Oxbridge level, plus some Spanish. Salary Burnham Scale a.s.a. Accommodation provided.

Applications + c.v. and names of two referees to the Headmaster, Worth School, Turners Hill, Crawley, Sussex RH10 4SD. (39381) 183624

Music

Other Assistants

CHESTER

THE QUEEN'S SCHOOL
City Walls Road, Chester CH1 2NN

Required for the Autumn Term, a well-qualified graduate to share the teaching of MUSIC throughout the school to GCSE and A level. Ability to help with orchestral work will be an advantage. This will be a full-time temporary appointment covering the maternity leave of the present holder. Scale I.

Apply by letter to the Head Mistress, giving full particulars of qualifications and experience and the names and addresses of two professional referees. (00831) 183824

CROYDON

OLD PALACE SCHOOL
(Independent Day School, 750 Girls)

Required for September, 1987, a University Honours Graduate teacher of Music to teach the subject throughout the school up to and including Advanced level. Preference will be given to someone who is interested in the instrumental side of the work and who would be capable of developing ensemble playing. The school has a flourishing Music Department in which the person appointed would be expected to play a full part. Burnham Scale II.

Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (48237) 183824

ESSEX

FELSTED SCHOOL
Dunmow, Essex CM6 3JJ
Independent (450 boys 13-18, 60 girls 16-18, and 150 boys 7-13 in Preparatory School)

Required in April, 1987 - Part-time teacher of VIOLIN.

As well as individual teaching, there are small violin classes in the Preparatory School, and it is hoped the new appointment will be able to lead the School Orchestra and coach string ensembles.

Applications should be sent to the Director of Instrumental Music, from whom further details may be obtained.
(48926) 183824

KENT

KENT COLLEGE
Pembury, Tunbridge Wells, Kent TN2 4AX
(Independent Boarding and Day School under the Board of Management for Methodist Residential Schools, and member of G.S.A. - 338 Senior girls 11-18 years).

Required for September 1987, a graduate MUSICIAN with a lively approach to the teaching of music to teach class music to G.C.S.E. and Advanced Level, and to share the teaching of individual pupils in Piano and/or other instruments. The School has a strong Orchestra, a Junior and Senior Choir, Woodwind Ensemble and a Chamber Music Group.

Salary: Burnham Scale 1 or 2, according to experience.

Applicants with full details of qualifications and experience, and names, addresses and telephone numbers of two referees to the Headmaster as soon as possible.
(48572) 183824

LONDON W13

NOTTING HILL & EALING HIGH SCHOOL
G.P.D.S.T.

Graduate required for part time post in the Music Department for September 1987. The post includes teaching in the Senior School (11-18) up to and including 'A' level and helping with choirs and orchestras. The school has 750 girls from 5-18 with 140 in the sixth form. Keyboard competence essential. Some flute teaching may also be available for a suitably qualified person. Scale 1 post.

Please apply by letter with full c.v. and the names of two referees to: The Headmistress, Notting Hill and Ealing High School, 2 Cleveland Road, Ealing, London W13 8AX. (48917) 183824

OXFORDSHIRE

CARMEL COLLEGE
Mongewell Park, Wallingford, Oxon. OX10 8BT
Wanted for September 1987.

SECOND FULL-TIME TEACHER FOR EXPANDING MUSIC DEPARTMENT in this boarding school for Jewish children, aged 11-18. The successful candidate will be required to teach class music throughout the school, up to and including G.C.S.E. and 'A' level, and to be involved in extra-curricular activities.

An orchestral instrumentalist will be preferred and the post could include some individual tuition.

Salary according to qualifications and experience.

Applications to be made in writing to the Headmaster, giving the names and addresses of two referees.
(48600) 183824

WARWICKSHIRE

RUGBY SCHOOL

Experienced visiting FLUTE TEACHER required for April or earlier is possible.

Apply immediately to Director of Music, Rugby School, Rugby, Warwickshire CV22 5EH, giving names, addresses and telephone numbers of two referees. (48927) 183824

Pastoral

Heads of Department

EAST SUSSEX

ST. LEONARDS-MAYFIELD SCHOOL
Independent R.C. School for Girls (11-18)
Boarding & Day (530 in school, 70% boarding)
G.S.A.

Applications are invited from suitably qualified and experienced practising Roman Catholic candidates for the post of Lower School Housemistress from September 1987. This involves responsibility for all first and second year boarders, and can be a teaching of non-teaching post. Senior post Scale and accommodation.

Please reply by letter, with a curriculum vitae, the names, addresses and telephone numbers of two referees to The Headmistress, St. Leonards-Mayfield School, The Old Palace, Mayfield, East Sussex TN20 6PH as soon as possible. (48664) 184018

BLUNDELL'S SCHOOL

HMC 490 pupils

200 in VIth Form, including 42 girls

requires a

MUSICIAN

for September 1987

to join a Department of three full-time musicians and 20 peripatetics.

* * * *

The musician should be capable of teaching class music to G.C.S.E. and 'A' level; to teach one or more instruments, and of making a full contribution to a large and thriving department, with its own purpose-built Music School. The department, with its own purpose-built Music School. The range of musical activity is wide and music has high status in the life of the School. Willingness to become involved in all aspects of Blundell's life would be a desirable quality.

Candidates wishing to know more are invited to write for full details, or ring the Head Master, John Rees, on 0884-252543, or the Director of Music, Andrew Barlow, on 0884-252869 or 0884-254073. Applications should be made as soon as possible, giving names, addresses *and* telephone numbers of two referees.

BLUNDELL'S SCHOOL, TIVERTON, DEVON EX16 4DN

INDEPENDENT EDUCATION

continued

Other Assistants

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(Girls 8-18)
Required April 1987 FULL TIME P.E. Specialist to teach P.E. and games throughout the school. A Scale post is available for a suitable candidate who would also consider a residential appointment.

Letter of application enclosing C.V. and names of two referees to the Headmistress. (48891) 184024

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset

Requires a HOUSEMISTRESS.

The post involves taking charge of a boarding house of approximately 45 girls, and teaching half a timetable. Salary Scale 3 Burnham. Date of appointment 1st September 1987. Applicants should be a graduate, good honours graduate preferred.

Apply in writing to the Headmistress giving details of age, qualifications, experience and teaching subjects, together with the names and addresses of two referees. (44039) 184024

GLOUCESTERSHIRE

DEAN CLOSE SCHOOL
H.M.C., 400+ pupils, 13-18
Co-educational, boarding and day
Required immediately if possible, or in September 1987 for one year, a teacher willing in the first instance to undertake residential duties in a girls' boarding house. A graduate can be offered a suitable part timetable if required.

Please apply in writing with curriculum vitae and the names and addresses of two referees to the Headmaster, Dean Close School, Cheltenham, Glos. GL51 6HE. (48420) 184024

HOWELL'S SCHOOL, DENBIGH, CLWYD, LL16 3EN.

SIXTH FORM HOUSEMISTRESS

Howell's School is an Independent Boarding School for girls with 320 pupils aged from 7-18.

A resident academic Housemistress is required to be responsible for 80 girls in the Sixth Form. She is assisted by other resident teachers. Although this is a senior post and will attract a salary of at least Burnham Scale 2, the appointee is likely to be relatively young, a sound academic, and an enthusiastic, caring and energetic person.

Applicants should please indicate which subjects they are prepared to offer, and to what level. Letters of application, giving full details of qualifications and experience including names and addresses of two referees, should be sent to the Headmaster at the above address, from whom further details are available.

HOWELL'S SCHOOL

ST. MARY'S SCHOOL WANTAGE
Oxon. OX12 8BZ
Anglican boarding school for 300 girls aged 11-18

SCHOOL CHAPLAIN

required for September 1987. The post is resident, and a family house is provided.

Further details may be obtained from the Headmistress. Applications, with full c.v. and the names of 3 referees, should be received by 9th March at the latest.

(00669)

SURREY

ST. CATHERINE'S SCHOOL
Bramley, Guildford, Surrey
A Church of England Day and Boarding School for 570 girls (5-18)
Required for September or April a resident BOARDING HOUSEMISTRESS to be responsible for 50 girls aged 12-16 years. The successful applicant will be required to teach approximately half a timetable in the Senior or Junior Schools - please state preferred subject(s). Burnham Scale salary (according to age and experience), government superannuation.

Further details may be obtained from the School (0483 893363).

Applications with the names and addresses of two referees, should reach the Headmaster by 6th February. (48577) 184024

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Malvern, Worcestershire
WR14 3BA
Independent Boarding School for 530 girls with a 6th Form of 160
RESIDENT HOUSEMISTRESS required for September 1987 in a boarding house of girls aged 11-16. There is a flat with accommodation for a married or single housemistress. The ability to teach a subject would be an advantage but is not essential. Burnham Scale.

Applications with the names and addresses of two referees and full particulars to the Headmistress as soon as possible. (48365) 184024

Physical Education

Other Assistants

BERKSHIRE

THE ABBEY SCHOOL
Reading

INDEPENDENT

Required in September 1987, a teacher of PHYSICAL EDUCATION. The school has a heated indoor swimming pool and good facilities for physical education.

Applications with full curriculum vitae marked confidential should be sent to the Headmistress, The Abbey School, 17 Kendrick Road, Reading RG1 5DZ. (48187) 184224

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(Girls 8-18)
Required April 1987 FULL TIME P.E. Specialist to teach P.E. and games throughout the school. A Scale post is available for a suitable candidate who would also consider a residential appointment.

Letter of application enclosing C.V. and names of two referees to the Headmistress. (48990) 184224

CLEVELAND

RED HOUSE SCHOOL
(Prep and Senior Schools)
(I.A.P.S. and accredited by I.S.J.C.)
P.E. teacher required for September to be responsible for girls' hockey, netball, swimming, tennis, athletics and gymnastics. Facilities include a sports hall and playing field at school with swimming pool within easy reach.

A small amount of teaching in another subject will be helpful, preferably in English. Salary will be Burnham Scale 1 or 2 and the school is in the Teachers' Superannuation Scheme.

Please apply by letter including details of qualifications, experience and the names and addresses of 2 referees to The Headmaster, Red House School, 36 The Green, Norton, Stockton on Tees, Cleveland TS20 1DX. (48276) 184224

CLEVELAND

YARM SCHOOL
Cleveland
Independent Grammar School
400 boys aged 10 - 18
Sixth form girls
PHYSICAL EDUCATION
ASSISTANT GAMES TEACHER
Qualified person required in September 1987 to teach P.E. and Games (rugby or hockey and cricket) throughout the School. Ability to offer an academic subject is also desirable as is a willingness to enter fully into all aspects of School life, including extra curricular activities. Experience and qualifications in outdoor pursuits would be a distinct advantage. The post should be of particular interest to a candidate seeking a first or second appointment but salary and scale can be adjusted to allow for more experienced applicants.

Applications, with full CV and the names, addresses and telephone numbers of 2 referees to The Headmaster, Yarm School, The Friarage, Yarm, Cleveland TS15 9EJ. Tel: 0642 786023.

Full particulars will be sent upon receipt of applications. (48655) 184224

HERTFORDSHIRE

THE PRINCESS HELENA COLLEGE FOR GIRLS
Required next term and-or in September: a resident teacher of Games. Lacrosse essential. The post could include pastoral care and-or other subject(s). Facilities superb. Burnham Scale I with free residence and board.

Apply giving names of referees and tel. no., if any, to the Headmaster of the College, Temple Dinsley, Preston, near Hitchin SG4 7RT. (48108) 184224

HERTFORDSHIRE

QUEENSWOOD SCHOOL (GSA)
Shepherd's Way, Brookmans Park, Hatfield, Herts. AL9 6NS
Required for September 1987 - a well-qualified Physical Education specialist to join a thriving Department in a School with excellent sporting facilities for athletics, badminton, gymnastics, hockey, lacrosse, netball, swimming and tennis.

Queenswood is a school for 390 girl boarders aged 11-18 years and sports play an important part in the curriculum and extra-curricular activities. The post offers an exciting opportunity for a dedicated, enthusiastic person who could contribute to an extensive P.E. programme. The successful candidate will be required to be resident and accommodation is available.

Please write to the Headmistress, stating your particular specialisms in your C.V. and the names and addresses of two referees. Closing date for applications 1st March 1987. (49697) 184224

LONDON NW1

FRANCIS HOLLAND SCHOOL
Clarence Gate NW1 6XR
Required as soon as possible a temporary full-time assistant teacher of P.E. to cover maternity leave. Varied physical activity curriculum both indoor and out (in Regents Park just across the road).

Please apply at once to the Headmistress with C.V. and the names, addresses and daytime telephone numbers of two referees. (48637) 184224

LONDON SW19

Required for April or September 1987, two part-time teachers for small independent girls day school, ages 4-16 years. Candidates between them would have to have expertise in the fields of gym, netball, swimming, tennis and athletics. A full-time teacher would be considered.

Burnham based salary plus Inner London Weighting.

Apply as soon as possible, in writing to The Headmistress, The Study, A Peek Crescent, Wimbledon SW19 with full CV and names of two referees. (48574) 184224

LONDON SE9

ELTHAM COLLEGE
HMC Formerly DG 11-18 Day and Boarding Places for 520 boys Sixth Form Places for Girls
P.E. TEACHER
An Assistant P.E. Master is required in this two person P.E. Department. A dynamic, committed person is sought - one who is aware of modern day trends in P.E. and who can also offer Rugby and Cricket or Athletics coaching to a high standard in this School where great store is set by sporting activities. Could well suit someone straight from College.

On site accommodation available, as is assistance with removal expenses.

Salary Scale 2 plus Outer London Weighting.

Please apply as soon as possible to the Headmaster, Eltham College, Grove Park Road, Mottingham, London SE9 4QF. (44244) 184224

LONDON W1

QUEEN'S COLLEGE
London W1
Independent Girls' Day
Preparatory School, 11-18
(400 Girls - 120 in Sixth Form)
A well-qualified and enthusiastic teacher of Physical Education is required for the Summer Term, 1987. Part-time 3/5 (Monday, Tuesday and Wednesday). An interest in Tennis, Swimming and Rounders an advantage. Outdoor games take place in Regent's Park (10 minutes walk away). Extra curricular commitment essential.

Applications with a full curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Principal, Queen's College, 43-49 Harley Street, London W1N 2BT, before 13th February, 1987. (48975) 184224

PETERBOROUGH

OUNDLE SCHOOL

SWIMMING INSTRUCTOR/OUTDOOR PURSUITS SUPERVISOR

Required for September, a qualified Swimming Coach to take responsibility for the running of the School's large indoor pool and the coaching of school swimming. Considerable scope for additional involvement with outdoor pursuits and games coaching. New Sports Hall under construction.

Accommodation for a single or married person is available.

Further information from and applications, including the names of two referees, to The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN. (48597) 184224

YORK

BOOTHAM SCHOOL
York YO3 7BU
(0904) 23636
One of the group of Quaker Schools
HMC, Co-ed. Day, Boys Boarding, 11-18
Vacancy for a full-time teacher of PHYSICAL EDUCATION (BOYS) able to offer games, especially soccer, cricket and/or tennis. The post commences September 1987 and is for one year in the first instance, to cover for staff on sabbatical leave.

Vacancy for a permanent full-time teacher of PHYSICAL EDUCATION (GIRLS) with emphasis on girls' P.E. and girls' games, commencing September 1987.

Willingness to help with teaching another subject, out-of-school activities and/or boys' residential housemastering would greatly help an application. Salary according to experience.

Applications to be sent to the Headmaster. (48595) 184224

Religious Education

Heads of Department

BRIGHTON

ROEDEAN SCHOOL
Brighton

A well-qualified and experienced teacher is required in September, 1987 to take responsibility for the teaching of Religious Studies throughout the School.

Residential or non-residential. Salary according to experience and qualifications.

Applications, together with a full curriculum vitae and names and addresses of two referees should be sent to the Headmistress, Roedean School, Brighton, BN2 5RQ. (48889) 184418

BRISTOL

REDLAND HIGH SCHOOL FOR GIRLS
Redland Court, Bristol BS6 7EF
Tel: (0272) 45796
(450 Girls 11-18 years)
Required for September, 1987 a well qualified and enthusiastic teacher to take responsibility for teaching the subject throughout the school and for organising and developing the department.

Burnham Scale 3.

Apply by letter to the Headmistress with full details of curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date: Tuesday 10th March. (48934) 184418

DORSET

ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls, R.C. Independent, Boarding/Day School (GBGSA/GSA)
11-18, 403 girls, 90 in the Sixth Form
HEAD OF RELIGIOUS STUDIES required for September 1987. A well qualified and experienced graduate to teach Religious Studies up to University entrance. An interest in the following areas would be an advantage: Ethics, Philosophy of Religion and New Testament. Applicants should be practising Roman Catholics. Appropriate Burnham Scale depending on qualifications and experience.

Applications in letter form with full C.V. and the names and addresses of two referees to The Headmistress (Mrs. P. Cartwright B.Sc., M.A.), at the school. (48903) 184418

GLOUCESTERSHIRE

CHELTENHAM COLLEGE
Chaplain wanted for September 1987.

For further details, please apply to The Headmaster, Cheltenham College, Bath Road, Cheltenham, Glos. GL53 7LD. Tel: 0242 513540. Closing date: 1st March 1987. (48419) 184418

Other Assistants

DORSET

SHERBORNE SCHOOL
Dorset
There will be a vacancy for a teacher of THEOLOGY in September, 1987. Salary above Burnham. Accommodation available.

Applications should be sent by 3rd March with curriculum vitae and names and addresses of two referees to the Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP. (48981) 184424

DOWNE HOUSE
Cold Ash, Newbury, Berkshire
410 girls 11–18 years
Boarding and some day girls

A graduate is required in September 1987 as

HEAD OF BIOLOGY

to organise a department of three. Experience in teaching to 'A' Level essential and preferably to Oxford and Cambridge entrance level. An interest in Ecology would be helpful.

The successful applicant would also be a Sixth Form Tutor with responsibility for overseeing the academic programme of a small group with a Sixth Form of 120, 80% of whom move on to university.

The school stands in its own 100 acres estate. Mixed staff room. Resident or non-resident. Salary based on Burnham Scale 3 or above.

Applications with a full C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmistress.

(13033)

DAVIES'S COLLEGE HOVE

Required for September 1987

1. HEAD OF CHEMISTRY

2. FULL-TIME TEACHER IN PHYSICS

to G.C.E. 'A' Level

Davies's is part of a recognised Charitable Trust, co-educational, with approximately 300 students. DES superannuation.

Apply for details and application form, or send C.V. together with names and addresses of three academic referees to:-

The Principal, Davies's College, 44 Cromwell Road, Hove, East Sussex BN3 3ER, Telephone (0273) 723911.

[illegible]

STAFFORDSHIRE

ABBOTS BROMLEY SCHOOL
(A Woodard School; G.B.G.S.A.; G.S.A.; 300 pupils)
Applications are invited from priests of the Church of England (or a Church in communion therewith) for the post of CHAPLAIN at this girls' boarding and day school for September 1987. Applicants should be graduates with relevant experience able to teach in a main subject department to sixth form level. Burnham Scale. Accommodation available.

Further particulars from the Provost, Woodard Schools (Midland Division), The Mount, S. John's Hill, Ellesmere, Shropshire SY12 0EY to whom applications should be returned by 9 March 1987. (39778) 184424

Science

Heads of Department

BERKSHIRE

DOUAI SCHOOL
Berkshire
Roman Catholic - H.M.C.
300 boys, boarding, age 11-18
Required for September 1987 an experienced graduate Biologist to be HEAD OF BIOLOGY. This will be a Scale 3 non-residential post. The successful candidate will be required to teach Biology throughout the School, from GCSE (MEG) to A-Level and Oxbridge entrance, and be expected to organise field studies. He or she will be encouraged to make full use of computer and video facilities, and to participate in the extra-curricular activities of the School.

Applications by CV and names of two referees should be sent to: The Headmaster, Douai School, Upper Woolhampton, Reading RG7 5TH. (48774) 184818

HERTFORDSHIRE

ST. FRANCIS' COLLEGE
Letchworth, Herts. SG6 3PJ
HEAD OF CHEMISTRY, (Scale 2)
Graduate, male or female, wanted for September, 1987, to teach throughout the school to A - level and Oxford entry, to work closely with others providing specialist input to a unified science department, and to contribute valuabley to all aspects of the school. The post could be residential or non-residential.

Letters of application (no forms) including a full CV and the names of two referees, should be sent to the Headmaster, from whom further details are available. (48148) 184818

INDEPENDENT EDUCATION

continued

NORTH YORKSHIRE

FRIENDS' SCHOOL
Great Ayton
Wanted September for this Quaker Co-educational Day & Boarding School of 200 pupils - PHYSICIST - to take responsibility for the subject to University Entrance level. Assistance with boarding duties will be required. Burnham Scale 2 plus boarding allowance. DES Superannuation Scheme.

Letters of application together with full curriculum vitae, names and addresses of two referees and details of extra curricular interests should be sent to the Headmaster (from whom further particulars may be obtained), Friends' School, Great Ayton, Middlesbrough TS9 6BN. (48913) 184818

SHEFFIELD

BIRKDALE SCHOOL

IAPS day school for 480 boys aged 4-16; introduction of Sixth Form planned for September 1988

Required in September 1987

HEAD OF PHYSICS

to be responsible for the teaching of physics from 11-18. New laboratories; strong science department in an expanding school with high academic standards. Applications from committed Christians ready to be involved in out of school activities would be particularly welcome.

Further details available on request.

Applications, together with names, addresses and telephone numbers of two referees should be sent to the Headmaster, Birkdale School, Oakholme Road, Sheffield S10 3DH. (48789) 184818

BEDFORD MODERN SCHOOL
H.M.C. INDEPENDENT
1150 boys aged 7–18 years

Required for September 1987:

1. A qualified graduate teacher of Biology able to teach the subject to Advanced Level. The ability to teach some General Science and Chemistry to GCSE level would be an advantage.
2. A qualified teacher able to offer two or more of Biology, Chemistry, Physics and Mathematics up to GCSE level.

The school runs an extensive range of sporting and extra-curricular activities, and help in many areas would be be welcomed. Applicants are asked to state their own interests.

Salary according to qualifications and experience.

Further details may be obtained from The Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT (0234 64331) to whom applications should be made (by letter) as soon as possible, quoting two referees.

(14418)

BLUNDELL'S SCHOOL
HMC 490 pupils
200 in VIth Form including 42 girls

requires a

BIOLOGIST

to join the staff in September 1987 and teach the subject at G.C.S.E., 'A' and University Entrance level in a Department of four.

A first degree in Zoology and a special interest in field work and project work would advantageous.

Applicants must be willing to commit themselves fully to the varied demands of boarding school life. Extra-curricular interests such as sport, music, Cadet Force are desirable attributes for candidates.

The School has its own salary scale. Full details can be obtained from the Head Master, John Rees, who would be pleased to speak with potential applicants on 0884 252543. Applications with names, addresses and telephone numbers of two referees should be made as soon as possible.

Blundell's School, Tiverton, Devon EX16 4DN.

(12941)

Other Assistants

BERKSHIRE

READING BLUE COAT SCHOOL
Sonning-on-Thames, Berks. RG4 0SU

Boys 11-18 Girls in Sixth Form 500 pupils

Required for September, teacher of PHYSICS to GCSE/A Level, with some Geology to GCSE. Help with Games, Rowing or CCF an advantage. Burnham plus.

Applications with C.V. and two referees to Headmaster. (35034) 184824

BERKSHIRE

BRADFIELD COLLEGE
Reading, Berkshire
(H.M.C. 500 boys)
Required for September 1987 a well-qualified graduate to teach BIOLOGY to GCSE and A Level. The post might suit an Environmental Scientist with interest in Ecology an Natural History, in which case there is the possibility of developing an A Level course in Environmental Studies.

Willingness to play a full part in boarding school life essential. Accommodation provided. Bradfield College salary scale.

Application, with C.V. and the names, addresses and telephone numbers of two referees, to The Head Master, Bradfield College, Reading, Berkshire RG7 6AR. Tel: 0734 744203 from whom further details may be obtained. (48184) 184824

BRISTOL

CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Required for September, 1987, well-qualified graduate to teach Biology throughout the school to 'A' and University Entrance level.

Burnham Scale.

Apply immediately to the Headmistress, enclosing curriculum vitae and names and addresses of two referees. (48648) 184824

CORNWALL

TRURO HIGH SCHOOL
Independent Day and Boarding School
530 girls aged 5-18
Required for September, 1987 or earlier, qualified graduate to be in charge of CHEMISTRY throughout the senior school, including teaching to G.C.S.E. and A Level. Scale 2 post.

Applications including CV and names and addresses of two referees to the Headmistress by March 6th. (48904) 184824

DORSET

ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls, R.C. Independent, Boarding/Day School (GBGSA/GSA) 11-18, 403 girls, 90 in the Sixth Form
Required for September 1987, a CHEMISTRY GRADUATE to teach throughout the school up to 'O' level. 'A' level work will be available for a suitably experienced and qualified candidate. Please state second teaching subject. Excellent facilities and opportunities. (Scale 1).

Applications in letter form with full C.V. and the names and addresses of two referees to The Headmistress (Mrs. P. Cartwright, B.Sc., M.A.) at the school. (44235) 184824

DURHAM

DURHAM SCHOOL
A well qualified graduate to teach Biology throughout the School is required for September 1987. This post would suit a newly qualified candidate. A willingness to play a full part in the life of a Boarding School is essential. Salary scale above Burnham.

Further details can be obtained from the Headmaster, Durham School, Durham DH1 4SZ to whom applications with curriculum vitae and the names and addresses of two referees should be sent. (48311) 184824

ESSEX

THORPE HALL SCHOOL
Thorpe Hall Avenue, Thorpe Bay, Essex
Required for September teacher of Biology and French Burnham Scale 1. Own Pension Scheme.

Apply by letter to the Headmaster. (48076) 184824

HAMPSHIRE

CHURCHER'S COLLEGE
Petersfield
HMC Day & Boarding 460 pupils 11-18
Sixth Form Girls
Required for September, 1987 to teach CHEMISTRY & PHYSICS to G.C.S.E. 'A' level teaching in either subject would be available for a suitable candidate. An ability to help with boys' or girls' games would be an advantage.

Salary according to experience based on Burnham PLUS Churcher's College allowance. Accommodation may be available.

Details & application forms from Headmaster's Secretary, Churcher's College, Petersfield, Hampshire GU31 4AS. Tel: Petersfield (0730) 63033. (48296) 184824

HAMPSHIRE

ST. NICHOLAS' SCHOOL
Fleet, Hampshire
Required for September, 1987 a Graduate to teach General Science subjects to GCSE level.

This is a full time post (Scale I) teaching small classes in a well equipped modern laboratory block with technical support.

Applications enclosing a full C.V. and stating subjects offered to The Headmistress together with the names of two referees. (48936) 184824

HERTFORDSHIRE

QUEENSWOOD (G.S.A.)
Shepherd's Way, Brookmans Park, Hatfield AL9 6NS
Required for September 1987 - an enthusiastic graduate to teach Integrated Science and Nuffield Chemistry to G.C.S.E. standard. An ability to teach Nuffield Advanced Level Chemistry would be an advantage. The applicant must be willing to work as part of a team of 6 Science Teachers and 5 Technicians.

The Science Department is situated in a purpose-built Science Block with six laboratories, a lecture theatre and other resources including computer services.

Queenswood is a School of 390 girl boarders aged 11-18 years with a large Sixth Form. The post may be residential or non-residential and accommodation is available. Salary will be according to age and experience and is Burnham related.

Applications in writing, with curriculum vitae and names and addresses of two referees, to the Headmistress. Closing date for applications: 6th March 1987. (48156) 184824

LANCASHIRE

QUEEN MARY SCHOOL
Lytham FY8 1DS
700 girls 7-18 years (GSA)
Required for September 1987 a suitably qualified person to share the teaching of Biology throughout the senior school to Advanced Level (Department of four) and Chemistry to GCSE standard. Salary scale according to qualifications and experience.

Applications to the Headmistress, with curriculum vitae and names and addresses of two referees, closing date [illegible] March. (48104) 184824

LANCASHIRE

STONYHURST COLLEGE
Lancashire
Independent RC Boarding School: 430 pupils, 13-18
Teacher of Chemistry required for September 1987 to teach Chemistry throughout the school.

Applications with curriculum vitae and the names and address of two referees should be made to The Headmaster, Stonyhurst College, Stonyhurst, Nr. Blackburn, Lancs. BB6 9PZ. (48172) 184824

LEICESTERSHIRE

RATCLIFFE COLLEGE
Syston, Leicester LE7 8SG
HMC Catholic fully co-educational day and boarding school. (11 to 18)
Owing to expanding roll, required for September 1987: PHYSICS TEACHER to teach throughout the school. The person should also be able to teach MATHEMATICS to G.C.S.E. level. The post may be equally of interest to a newly qualified graduate or a more experienced teacher.

An ability to help with Games and/or activities would be valued.

Accommodation available for a single person.

Salary on the Burnham Scale, according to age and experience.

Applications in writing, with C.V. and names of two referees to: The President, Ratcliffe College, by 1st March, 1987. (48082) 184824

LEICESTER

LEICESTER GRAMMAR SCHOOL
Applegate, Leicester LE1 5LB
(Mixed, selective school of 500 (100 in the sixth form)
A teacher of CHEMISTRY is required for the start of term in September 1987. There will be a requirement for someone of the right calibre to teach Chemistry throughout the school up to Advanced and Scholarship level. This will be a Second-in-Charge within an expanding and progressive department.

Applications, accompanied by a Curriculum Vitae and the names of two persons to whom reference may be made, should be sent to the Headmaster at the above address. (49477) 184824

LIVERPOOL

THE BELVEDERE SCHOOL
G.P.D.S.T.
(G.S.A. SCHOOL)
17 Belvedere Road, Liverpool L8 3TF
Required for April or September 1987, a well-qualified graduate to teach and organise PHYSICS at all levels throughout the school, in brand new laboratories. Advanced Level experience essential.

A Scale 2 post is available for a suitably qualified candidate.

Please apply in writing to the Head Mistress as soon as possible, enclosing a curriculum vitae, the names and addresses of two referees and a stamped, addressed envelope. (48586) 184824

LONDON SE21

SCIENCE
DULWICH COLLEGE PREPARATORY SCHOOL
London SE21
(I.A.P.S. - 740 boys age 3-13)
There is required in September an enthusiastic young person to teach Science, Technology and possibly some Maths in the 9-13 age group. The School has two Science Laboratories and a well equipped Computer Room; it has exceptional facilities and excellent working conditions which together provide an attractive environment in which to work.

Candidates should be prepared to play a part in out of school activities and possibly take games once a week.

Above Burnham with Inner London Allowance. Government Superannuation.

Apply with c.v., giving telephone number, to the Headmaster, 42 Alleyn Park, Dulwich SE21 7AA. (48985) 184824

LONDON SW7

QUEEN'S GATE SCHOOL
Required for September 1987: Physics Graduate to teach up to G.C.S.E. with some A level responsibility and some Maths for lower forms.

Burnham Scale 3 with London Allowance.

For the above post apply in writing to: The Principal, Queen's Gate School, 133 Queen's Gate, London SW7 5LF with CV and the names and addresses of two referees. (44036) 184824

LONDON SW7

QUEEN'S GATE SCHOOL
Required for September 1987: Chemistry Graduate to teach to G.C.S.E. with some A level, to take sole charge of the department with a laboratory assistant.

Burnham Scale 2 with London Allowance.

For the above post apply in writing to: The Principal, Queen's Gate School, 133 Queen's Gate, London SW7 5LF with CV and the names and addresses of two referees. [illegible] 184824

LONDON W5

ST. BENEDICT'S SCHOOL
Ealing, London W5 2ES
HMC Benedictine R/C Day School
c.600 pupils (including 6th Form girls)
Qualified Physics graduate required for September 1987 to teach throughout the School. Significant Sixth Form commitment available to suitable candidate.

Willingness to help with games, C.C.F., or other extra-mural activities essential.

St. Benedict's allowance above Burnham; scale according to qualifications and experience.

Applications with full curriculum vitae and names and addresses of two referees to the Headmaster. (48811) 184824

OXFORDSHIRE

SHIPLAKE COLLEGE
Henley on Thames, Oxon RG9 4BW

Required for September, 1987, a graduate to teach PHYSICS and MATHEMATICS up to GCSE and 'AS' level. There would be prospects of 'A' level teaching in either of these departments in the future.

This is a new post which is being created to satisfy the demands for these two successful departments. The post would be especially suitable for a recent graduate.

A willingness to contribute to extra curricular activities in a boys' boarding school is essential and an ability to help with the coaching of games (rugby, hockey, cricket and rowing) would be welcome.

Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. (48646) 184824

SHROPSHIRE

SHREWSBURY SCHOOL

Is seeking a SCIENCE TEACHER for one term only to cover the physics lessons of a master who is taking sabbatical leave. The classes are mainly in the 13-16 year old age range.

The appointment is for the Summer Term 1987 and could be full time or part time. Accommodation may be available for a single person who is prepared to help with extra curricular activities.

Please send a letter of application to The Headmaster, The Schools, Shrewsbury SY3 7BA or, alternatively telephone the Head of Science for further details on (0743) 63396 (daytime) or 52157 (evening). (48742) 184824

SOMERSET

QUEEN'S COLLEGE
Taunton, Somerset
HMC CO-educational, day and boarding
Required for September 1987 a graduate scientist to teach Chemistry throughout the school and assist with the introduction of a General Science GCSE Course. The post may suit a newly qualified graduate seeking a first post, as well as more established teachers. Assistance with games (boys or girls) or other extra-curricular activities would be an advantage. For a single person residence is available in exchange for assistance with boarding duties. Salary according to age and experience.

Applications with full CV and names of two referees to: The Headmaster, Queen's College, Taunton TA1 4QS. (48674) 184824

CHIGWELL SCHOOL
(HMC)

DIRECTOR OF DRAMA

Required for September 1987 a Drama Specialist to teach up to G.C.S.E.

The School has a strong tradition of drama.

Applications to, and further details from: The Headmaster, Chigwell School, Chigwell, Essex IG7 6QF.

[illegible]

SURREY

WHITGIFT SCHOOL
Croydon
(HMC 875 Boys)
Required in September graduate to teach GENERAL SCIENCE mainly to younger age-groups (ages 10-13), with the possibility of taking Biology to GCSE and/or AS level. A useful contribution could be made to non-specialist Science in the Sixth Form. Attractive working conditions and opportunity for co-curricular involvement. Ability to coach athletics would be specially welcome.

Salary on Whitgift scales (above Burnham) according to qualifications and experience. Accommodation might be available and up to £500 assistance with removal expenses.

Apply to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey, enclosing curriculum vitae and names and addresses of two referees. (49433) 184824

SURREY

REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 780 boys aged 10-18 with 60 girls in the sixth form)
Required for September 1987, enthusiastic graduate to teach SCIENCE to G.C.S.E. level within a large and successful science department. It is hoped that the person appointed will be qualified in Physical Science and will teach mainly Physics and Chemistry but will also be able to offer some Biology as part of a Modular Science G.C.S.E. course. An interest in outdoor pursuits would be a useful additional recommendation.

Salary according to qualifications and experience, plus generous help with removal expenses.

Further particulars may be obtained from the Headmaster to whom letters of application should be sent as soon as possible, giving full personal details and the names and addresses of two or three referees. (48782) 184824

NEW YORK CITY

CHEMISTRY AND PHYSICS
A lively, enthusiastic and experienced teacher required for September 1987 to teach Chemistry and Physics at a well-known, academic Independent School for Girls in New York City. Attractive salary and benefits. Small apartment available.

Applications with Curriculum Vitae and names, addresses and telephone numbers of two referees to Mrs Susan Parsons, St Paul's Girls' School, Brook Green, Hammersmith, London W6 7BS, where interviews will be held in mid-March. (48272) 184824

Social Studies

Other Assistants

SURREY

WHITGIFT SCHOOL
Croydon
(HMC 875 Boys)
Required in September, graduate to teach POLITICS to G.C.E. A-Level and HISTORY to G.C.S.E. The post would suit a teacher looking for a first or second post and keen to communicate a lively awareness of the modern world. Ability to contribute to games, especially athletics, and/or other co-curricular activities an important recommendation.

Salary on Whitgift scales (above Burnham) according to qualifications and experience. Accommodation might be available and up to £500 assistance with removal expenses.

Apply to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey, enclosing curriculum vitae and names and addresses of two referees. (49430) 185024

INDEPENDENT EDUCATION

continued

Technology

Other Assistants

HAMPSHIRE

BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC Coeducational Boarding 13-18

TEACHER OF TECHNOLOGY Required for September 1987 to work within the Design department and to introduce the subject throughout the whole age range. This will be a new field of study in the school and the preferred specialist areas could be in micro-electronic or computer control.

The Headmaster welcomes applications by letter (no forms) including curriculum vitae and the names, addresses and telephone numbers of three referees. Previous applicants need not reapply. (35035) 185524

PERTHSHIRE

GLENALMOND COLLEGE
Please see advertisement under Craft, Design and Technology. (49545) 185524

Other than by Subject Classification

Heads of Department

LONDON SW7

DUFF MILLER COLLEGE
59 Queens Gate, London SW7 5JP

Tel: 01-225 0577

Member of CIFE

Accredited by BAC

Required for Summer Term in this A level and GCSE tutorial college of 250 students

DIRECTOR OF STUDIES

to administer the academic organisation of the college. Remuneration to £16,000, under review.

Applications, with full C.V. and names of two referees, to the Principal from whom further details can be obtained. (48248) 185618

Other Assistants

KENT

ST. HILARY'S SCHOOL
Sevenoaks
G.S.A., G.B.G.S.A.

Required in September, 1987:

1. An experienced ENGLISH GRADUATE to teach to G.C.S.E and 'A' levels.

2. A MATHEMATICS GRADUATE to teach the subject throughout the senior school. This post would suit a young person seeking a first appointment.

Girls Independent Public Day School. 200 in Senior School.

Burnham Scale + London Fringe Allowance.

Applications should be made, in writing, with curriculum vitae, and names and addresses of two referees to the Headmistress by Friday, 27th February, 1987. St. Hilary's School, Bradbourne Park Road, Sevenoaks, Kent TN13 3LD. (Tel: 0732 453815). (48238) 185624

STAFFORDSHIRE

Required by Independent School - an experienced CAREERS ADVISER who would in addition to being responsible for organising Careers Education throughout the senior school, be responsible for setting up a School's Industry Link, for advising pupils on completing UCCA, PCAS and application forms, first appointments; for co-ordinating a Life & Social Skills programme. It would be of help if the person appointed was able to offer either History to O or A level or Art & Craft or Mathematics to 11-13 year range pupils. This is a new post which would appeal to a person with initiative, enthusiasm and motivation.

Application in writing (no forms) to the Headmaster, Lyncroft House, Convent Close, St. John's Road, Cannock WS11 3UR. (48980) 185624

WILTSHIRE

GRITTLETON HOUSE Independent Co-Educational day School requires September 1987, teacher of Boys Games and History to G.C.S.E. level.

Further details from: The Headmaster, Grittleton House School, Grittleton, Nr. Chippenham, Wiltshire SN14 6AP. Tel: (0249) 782434. (48935) 185624

THE ARTS EDUCATIONAL SCHOOLS
CHISWICK, LONDON
require

Full-time Teacher of Theatre Studies for a new course starting September 1987.

Applicants must be able to teach A-Level Theatre Studies. Degree qualification and professional theatre experience desirable. Salary negotiable. Application forms available from:

The Principal
The Arts Educational Schools
Cone Ripman House
14 Bath Road
Chiswick
London W4 1LY
(Tel: 01 994 9366)

Closing date: 28 February, 1987

(12944)

BOLTON SCHOOL GIRLS' DIVISION
Chorley New Road, Bolton, Lancs, BL1 4PB
(GSA School – 800 girls – 200 Sixth Form)

Good Honours Graduates required for September 1987 to teach the following subjects throughout the school to GCSE and A level:

CHEMISTRY
Integrated Science in first two years

MODERN LANGUAGES
French & Spanish preferred

GEOGRAPHY
Enthusiasm for Field Work Studies essential

BIOLOGY
Integrated Science in first two years

All four appointments would suit young enthusiastic teachers, perhaps recent graduates who are prepared to participate actively in the life of the school. Salary Scale: Burnham plus.

Applications should be made to the Headmistress enclosing full CV and names of two referees.

Closing Date: Monday 2nd March 1987

(13014)

SURREY

NOTRE DAME SENIOR SCHOOL
Burwood House, Cobham, Surrey

Independent School, requires from September next:-

a) Full-time experienced graduate to teach English to 'A' level.

b) Full-time experienced graduate of the R.S.M. to be Head of Department to teach Music to 'A' Level, able to take Orchestra; (Strings and some woodwind desirable) competent pianist. Ability to offer another subject would be advantageous.

c) Full-time qualified graduate who is a practising Roman Catholic to teach religious education at all levels throughout the school. The ability to offer a subsidiary subject would be advantageous.

Burnham Scale.

Applications in writing to the Headmistress with curriculum vitae and addresses of two referees. (48856) 185624

Preparatory Schools

Headships

SHEFFIELD

BIRKDALE SCHOOL
IAPS. 480 day boys aged 4½ to 18; introduction of Sixth form planned for September 1988

Required in September 1987 or January 1988

HEAD OF PREP SCHOOL

to establish the 4½ to 11 age group in newly acquired school buildings on a separate site, scheduled to open in April 1988.

This is a good opportunity for a person of vision and enthusiasm to lead the junior department of a flourishing and expanding school in this new development. *A committed Christian is preferred.*

Further details from the Clerk to the Governors, Birkdale School, Oakholme Road, Sheffield S10 3DH. (48179) 200010

Deputy Headships Second Masters/Mistresses

NORTH YORKSHIRE

WOODLEIGH SCHOOL
Langton Hall, Langton, Malton, N. Yorks

Required for September, 1987 a Deputy Head for this boarding Preparatory School (I.A.P.S.).

Subjects available are: English, French and some Maths.

Excellent prospects with salary according to age and experience. DES superannuation. Accommodation available.

Apply to the Headmaster with C.V. and names and addresses of two referees by March 6th, 1987. (48647) 200012

Remedial and Special Needs Teaching Posts

Other Assistants

KENT

Required for September 1987 a trained, and preferably experienced, Special Needs teacher capable of teaching dyslexic children and those with special *mathematical difficulties* in the 6-11 year old age group. Salary Burnham, Government Superannuation Scheme.

Apply with full c.v. and names/addresses of two referees to the Headmaster, Dulwich College Preparatory School, Coursehorn, Cranbrook, Kent TN17 3NP. (48591) 201024

By Subject Classification

Classics

Other Assistants

HERTFORDSHIRE

NORTHWOOD PREPARATORY SCHOOL
Rickmansworth, Herts, WD3 1LW

Required for September, qualified teacher for Latin to Common Entrance and Scholarship standard. Ability to take some middle school Maths an advantage. Ability to take share of usual games and contribute to extra-curricular activities important. 100 Day boys in Senior School. Salary above Burnham; Government Superannuation.

Apply with C.V. and names of two referees to Headmaster. (48153) 201624

SURREY

HOMEFIELD SCHOOL
Western Road, Sutton SM1 2TE
(I.A.P.S. 250 day boys 5 - 13)

Required for September 1987, an experienced qualified graduate to take charge of CLASSICS and teach up to PSS level. Ability assist with games. Burnam Scale I/II according to experience. London Weighting (middle band). Government Superannuation. Non-resident.

Apply in writing to Headmaster with full CV including names and telephone numbers of TWO referees. (48188) 201624

English

Heads of Department

CHESHIRE

THE RYLEYS SCHOOL
Alderley Edge, Cheshire
I.A.P.S. 200 Boys

HEAD OF ENGLISH teacher required in September 1987 in this Boys Preparatory School following retirement after 18 years. Applicants must have had experience of C.E. and P.S.S. exams, be an enthusiast for his subject and be willing to take full part in the life of the school, including games.

Resident or non-resident. Day School with few weekly boarders. Burnham plus. D.E.S. Superannuation.

Apply in writing C.V. and telephone numbers of two referees to the Headmaster. (48905) 202418

DORSET

CLAYESMORE PREPARATORY SCHOOL
Blandford
IAPS Fully Co-educational.
Boarding and Day. 260 children

Required for September 1987 a dynamic and energetic *teacher of English to become* Head of Department. In addition to teaching up to Scholarship level the successful applicant will be expected to co-ordinate English throughout the school and to organise regular trips to the theatre. An ability to teach drama and to run school plays would also be an advantage.

Salary: own scale which currently better than Burnham, with additional allowances for Heads of Department, Tutors, and designated positions of responsibility.

Hand-written application with curriculum vitae, telephone number, recent photograph, and names and addresses of two referees to: The Headmaster, Clayesmore Preparatory School, Iwerne Minster, Blandford, Dorset DT11 8PH. (49867) 202418

Other Assistants

LONDON SW7

Part time teacher of English (8/9 hours per week) required for the Summer Term only due to staff convalescence. The position will involve working on a one to one basis or with very small groups.

Please apply in writing with curriculum vitae and names and addresses of three referees to The Headmaster, The Hampshire School, 63 Ennismore Gardens, London SW7 1NH. (48820) 202424

OXFORDSHIRE

MOULSFORD PREPARATORY SCHOOL

Required for September 1987 a person to teach English to P.S.S. & C.E. level. A willingness to teach History or Geography would be useful. Ability to coach games and help with boarding duties essential. Salary by negotiation.

Applications in writing, giving a full C.V. and stating the name, address and telephone number of 2 referees should be sent to the Headmaster, Moulsford Preparatory School, Moulsford-on-Thames, Oxfordshire OX10 9HR. (48818) 202424

Geography

Heads of Department

HAMPSHIRE

THE PILGRIMS' SCHOOL
Winchester
I.A.P.S. 170 boys 8-13

Required for September, 1987 a qualified and enthusiastic teacher to be Head of GEOGRAPHY. A willingness to be extremely involved with games and other boarding school activities should be of special value.

Salary according to experience and qualifications.

Apply, with full C.V. and two referees, to The Headmaster, The Pilgrims' School, Winchester SO23 9LT. (48550) 202618

SURREY

CRANLEIGH PREPARATORY SCHOOL
IAPS 175 Boys

Required September 1987 graduate geographer to be the sole specialist and to teach all but lowest forms, including preparation for P.S.S. and C.E.; also to develop curriculum needed for new C.E. syllabus.

A first appointee of quality not excluded. Full involvement in games and all aspects of boarding school life are part of the job. Generous conditions and accommodation provided.

Please apply in writing to The Master, Cranleigh Prep. School, Cranleigh, Surrey GU6 8QH with full C.V. and names, addresses and telephone numbers of two referees, or ask for further details. (48312) 202618

Other Assistants

LONDON NW3

LYNDHURST HOUSE PREPARATORY SCHOOL
Hampstead NW3
I.A.P.S. 135 Day Boys 7-13

Seek for September 1987 a full-time Geography teacher to CE and PSS. Ability with games, especially cricket & athletics, required. Driver if poss. Salary Burnham based plus L.A.

Applications to The Headmaster, Lyndhurst House School, 24 Lyndhurst Gardens, London NW3 5NW. (48417) 202624

History

Heads of Department

BUCKINGHAMSHIRE

THORPE HOUSE SCHOOL
Gerrards Cross
(IAPS Day Boys 7-13)

Head of History required for September 1987. A willingness to be actively involved in games and extra curricular activities is of great importance.

Salary in accordance with Burnham Scale plus London Fringe Allowance.

Letters of application, together with the names and addresses of two referees, should be sent to the Headmaster. (48792) 202818

Other Assistants

SURREY

HOMEFIELD SCHOOL
Western Road, Sutton SM1 2TE
(I.A.P.S. 250 day boys 5 - 13)

Required for September 1987: an experienced qualified teacher to take charge of HISTORY up to PSS Level. Ability to assist with games. Burnham Scale and London Weighting (middle band). Government Superannuation. Non-resident.

Apply in writing to Headmaster with full CV including names and telephone numbers of TWO referees. (48190) 202824

Mathematics

Other Assistants

CHESHIRE

POWNALL HALL SCHOOL
Wilmslow, Cheshire SK9 5DW

This IAPS Day School of 200 boys requires in September 1987 a qualified MATHEMATICS/P.E. Teacher. Teaching will initially be in the Middle School Forms. Boys are prepared for entry at 11+ to local Independent Day Schools and at 13+ to Independent Boarding Schools by C.E. or Scholarship Examinations. Ability to help with Middle and Senior games (soccer, hockey, cricket, athletics) and willingness to take a full part in the life of this flourishing school essential.

Applications of suitable candidates with C.V. together with names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (48808) 203424

EDINBURGH

GEORGE HERIOT'S SCHOOL
See main advertisement under Appointments in Scotland. (49472) 203424

MERCHANT TAYLORS' SCHOOL

Northwood, Middlesex HA6 2HT
Telephone: Northwood 21850
require for September 1987

TEACHERS OF CHEMISTRY HISTORY AND FRENCH

Teaching available to the highest level. In each case an ability and willingness to teach a second subject desirable. Ideal candidates will also be interested in games and/or CCF and want to play a full part in a Christian foundation that has always by statute "admitted pupils of all nations and countries."

Own salary scale

Further details of these appointments may be obtained from the HEADMASTER

(11578)

HAILEYBURY & ISC, HERTFORD

Vacancies exist for the following posts in September, 1987

GEOGRAPHY TEACHER

With a particular interest in human and economic Geography, and with a willingness to contribute to fieldwork activities.

MATHEMATICS TEACHER

To join a strong department and teach at all levels in the school.

ENGLISH TEACHER

To teach English, at all levels, including a large mixed group of A level candidates, with several trying for Oxbridge each year. An interest in drama would be an advantage.

All three appointments would suit young, energetic and well-qualified teachers, perhaps recent graduates, who are prepared to participate actively in the life of the school. Games ability and, in at least one of these appointments, readiness to be involved in the School C.C.F. would be additional qualifications. Accommodation may be available.

Applications should be sent as soon as possible with curriculum vitae and the names of at least two referees to The Acting Master, Haileybury, Hertford, SG13 7NU, from whom further particulars of each post may be obtained.

(11440)

PREPARATORY SCHOOLS

continued

HERTFORDSHIRE

STORMONT SCHOOL
The Causeway, Potters Bar EN6 5HA
IAPS, 160 girls, 4 to 11

Required for September 1987 a qualified teacher of MATHEMATICS to teach 9 to 11 year olds and possibly assist class teachers with groups of younger children. Ability to teach Computer and an interest in establishing a small Computer Room may be an advantage.

Burnham Scale salary. Government Superannuation and London Fringe Allowance.

Apply to the Headmistress with curriculum vitae and names of two referees. (48657) 203424

KENT

KING'S JUNIOR SCHOOL
Rochester
I.A.P.S. 200 boys 8-12, 25 boarders

Required for September, 1987 - an assistant to teach primarily in the MATHEMATICS department.

An ability to coach games and willingness to take part in out-of-class activities will be important.

Salary Burnham Scale.

Applications with the name, address and telephone number of two referees and details of subsidiary teaching subjects to The Master of the Junior School, St. Margaret's House, St. Margaret's Street, Rochester, Kent ME1 1TT. (48216) 203424

LONDON SE21

DULWICH COLLEGE
London SE21 7LD

Required for September, 1987, a suitably qualified person to teach science subjects, preferably with some Mathematics, to boys aged 8 to 13. Some work with older boys would be available for a graduate.

Dulwich has its own salary scales, in excess of Burnham, placement on which will be according to age and experience. It is possible that accommodation could be offered if required.

The College offers much by way of games and other extra-curricular activities, where willingess to help will be appreciated.

Applications by letter to the Master enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.

Further particulars will be sent to all applicants. (48633) 203424

LONDON

WESTMINSTER ABBEY CHOIR SCHOOL
(36 boys, all singers)

Requires in May 1987 teacher to take charge of MATHEMATICS throughout the school together with C.E. GEOGRAPHY. Burnham Scale 1 plus London Weighting, with Government superannuation. Ability to coach soccer to 1st XI standard essential, and sympathy with unusual but interesting lifestyle of a Song School.

Accommodation available.

Please apply with full curriculum vitae and the names and addresses of two referees to the Headmaster, Westminster Abbey Choir School, Dean's Yard, London SW1P 3NY. (49476) 203424

Modern Languages

Heads of Department

BERKSHIRE

RARE AND CHALLENGING OPPORTUNITY FOR AN AMBITIOUS YOUNG or NEW GRADUATE - SEPT. 1987 in prestigious Preparatory School for BOYS - BERKSHIRE

The successful candidate will be a dynamic and enthusiastic teacher with the ability to HEAD THIS THRIVING DEPARTMENT IMMEDIATELY or THE POTENTIAL TO TAKE OVER AN INCREASING PART IN ITS RUNNING.

A keen player of BOYS' games particularly welcome.

The post is RESIDENTIAL and FREE SINGLE ACCOMMODATION is offered in addition to a GENEROUS SALARY IN EXCESS OF BURNHAM.

Applicants should apply with FULL C.V., TWO PROFESSIONAL REFEREES AND LARGE S.A.E. for Application Form to: Q.E.D. EDUCATION RECRUITMENT CONSULTANTS (Attn. Mrs. Damaris Barnes), 109 High Street, Chesham, Bucks. HP5 1DE. Tel.: 0494 - 782915/ [illegible] D.O.E. Lic. SE [illegible] (48926) 203618

Other Assistants

BERKSHIRE

New/young graduates seeking a post offering the prospects of becoming Head of thriving French Dept. - Boys' Prep. School - Berks. Sept. 1987.

See Heads of Department Section (Q.E.D. Advertisement). (48939) 203624

CHESHIRE

Required for September 1987, a young, qualified teacher of French for boarding preparatory school in rural Cheshire. Full commitment to boarding school life and ability to assist with games are essential. Subsidiary English or Scripture an advantage. Married or single accommodation.

Full details from, and applications with C.V. and two references to: The Headmaster, Terra Nova School, Jodrell Bank, Holmes Chapel, Cheshire CW4 8BT. (48629) 203624

OXFORD

Required for September 1987, a qualified teacher to take sole charge of French to CE and PSS level in this small IAPS school of ninety boys in the centre of the city. A contribution to sport and evening boarding duties is needed. Single accommodation is available.

Please write with full C.V. and details of two referees to the Headmaster, Christ Church Cathedral School, 3 Brewer Street, Oxford OX1 1QW. (48745) 203624

SUSSEX

STOKE BRUNSWICK SCHOOL
Ashurst Wood, East Grinstead, Sussex RH19 3PF

Required for September a fully qualified teacher of French to teach up to C.E. and Scholarship level. Ability to coach games an advantage. Single accommodation available.

Please contact the Headmaster sending C.V. and names of two referees. (48174) 203624

Music

Heads of Department

CHESHIRE

Required for September 1987, qualified and experienced Music teacher for thriving co-educational preparatory school. Excellent choir, full range of instrumental taught, new music rooms opening shortly. Full commitment to boarding school life essential; assistance with games and extra curricular activities an advantage.

Full details from, and applications with C.V. and two references to: The Headmaster, Terra Nova School, Jodrell Bank, Holmes Chapel, Cheshire CW4 8BT. (48630) 203818

HERTFORDSHIRE

STORMONT SCHOOL
The Causeway, Potters Bar EN6 5HA

IAPS Day School for 160 girls

Required for September 1987 a fully qualified and experienced teacher to take charge of the Music Department which includes 3 peripatetic teachers. The Music Department is based in a well-equipped Music House where there is a classroom and two smaller rooms for individual tuition. The person appointed will be expected to teach class music across the 5 to 11 age range. A choir, several recorder groups, an embryo orchestra, an annual concert and a Carol Service are the responsibility of the music teacher. A pianist is essential and the current post holder, who is retiring, teaches approximately 18 individual piano pupils but these lessons can be reduced in number if the successful candidates is willing to share in the teaching of mathematics to 8 to 11 year olds.

Burnham Scale salary according to qualifications and experience, DES Superannuation, London Fringe Allowance.

Apply in writing, with curriculum vitae and the names of two referees, to the Headmistress. (48781) 203818

Other Assistants

LONDON NW1

Required for April a qualified and experienced teacher of music to take charge *of the* music department and teach class music throughout this co-educational preparatory school. Salary according to qualifications and experience on the London Burnham Scale.

Apply with Curriculum Vitae and the names of two referees to: The Headmaster, North Bridge House School, 14 Gloucester Gate, London NW1 4RG. (49324) 203824

LONDON

FALKNER HOUSE
Please see main advertisement under 'Other than by Subject'. (48694) 203824

Physical Education

Heads of Department

BUCKINGHAMSHIRE

THORPE HOUSE SCHOOL
Gerrards Cross
(IAPS Day Boys 7-13)

Required for September 1987 a teacher to be in charge of physical education and games and also general subjects with a form of 9-10 year old boys.

Salary in accordance with Burnham Scale plus London Fringe Allowance.

Letters of application, together with the names and addresses of two referees, should be sent to the Headmaster. (48793) 204218

DERBYSHIRE

REPTON PREPARATORY SCHOOL
Foremarke Hall, Milton, Derby DE6 6EJ
7-13 Co-educational 300 boarding & day

REQUIRED FOR SEPTEMBER, 1987 a well qualified young teacher to take charge of PE, to develop this within the curriculum, *and to be fully* involved in main team games with special responsibility for rugby and athletics.

Write to the Headmaster for further details. (48652) 204218

Other Assistants

HERTFORDSHIRE

BISHOP'S STORTFORD COLLEGE JUNIOR SCHOOL
I.A.P.S., 240 boys, Boarding and Day

Required in September, an enthusiastic person qualified to teach P.E. and swimming throughout the 7-13 age range; some periods of a classroom subject can also be made available. This position would especially suit someone looking for a first post or with a few years' teaching experience. *A willingness to enter* fully into extra-curricular activities is essential, with ability in hockey, athletics, outdoor pursuits or art especially welcome.

The new Junior School has first-rate teaching facilities, its own large multi-purpose Hall, and use of many College buildings, including a new Sports Hall and two swimming pools.

Married and single accommodation may be available.

Bishop's Stortford College salary scale (Burnham 2-4, depending upon experience).

Applications in writing, with the names, addresses and telephone numbers of two referees, should be sent to D.J. Defoe, The Master, The Junior School, Bishop's Stortford College, Maze Green Road, Bishop's Stortford, Herts. CM23 2PH. (48164) 204224

SURREY

ST. CHRISTOPHER'S SCHOOL (I.A.P.S.)
41 West Street, Farnham, Surrey GU9 7DX

Required *in September* 1987. Young, qualified and enthusiastic P.E. specialist for girls aged 4 - 12 years, and boys aged 4 - 8 years.

Please apply in writing to the Headmistress, giving names, addresses and telephone numbers of two referees. (48912) 204224

Religious Education

Heads of Department

OXFORD

DRAGON SCHOOL
Oxford

Required for September 1987, a CHAPLAIN. Duties would include teaching Divinity throughout the School and the organising of Sunday services. (600 boys, boarders and day boys in roughly equal numbers). Salary based on Dragon teaching scale, according to experience. Accommodation available.

Apply in writing to: The Headmaster, Dragon School, Bardwell Road, Oxford OX2 6SS, and include curriculum vitae and the names and addresses of two referees.

Closing date: Saturday, 28th February 1987. (48520) 204418

Other Assistants

CAMBRIDGE

ST. FAITH'S SCHOOL *Requires in* (IAPS, 333 boys) September a qualified teacher to teach Scripture with the 9-13 year age group. Willingness to help with out of school activities is essential. An interest in, and requisite ability to take either Drama or Games will be especially welcome. This post would particularly suit a young person with some teaching experience.

Applications for the post, a full Curriculum Vitae and the names of two referees with their telephone numbers, should be sent as soon as possible to the Headmaster, St. Faith's School, Cambridge CB2 2AG. (48201) 204424

Science

Heads of Department

LONDON SW15

WILLINGTON SCHOOL
Putney
(IAPS Day Preparatory School 160 boys 4½ - 13)

Required for September 1987 a teacher to take charge of Science throughout the School and assist in the coaching of soccer, rugger and cricket.

Salary Burnham Scale and Inner London Allowance. Government Superannuation.

Please apply to the Headmaster, Willington School, 5 Colinette Road, Putney, London SW15 6QQ with curriculum vitae and the names and addresses of two referees. (48854) 204818

Other Assistants

BUCKINGHAMSHIRE

THORPE HOUSE SCHOOL
Gerrards Cross
(IAPS Day Boys 7-13)
SCIENCE

Required for September 1987 a qualified teacher of Physics and Chemistry to Common Entrance and P.S.S. level. Salary in accordance with Burnham Scale plus London Fringe Allowance.

Letters of application, together with the names and addresses of two referees, should be sent to the Headmaster. (48794) 204824

DORSET

DORCHESTER PREPARATORY SCHOOL
25/26 Icen Way, Dorchester, Dorset DT1 1EP
(I.S.A.I.) Co-educational Day School 200 pupils)

Required for September 1987 a young and enthusiastic teacher of Science to 9-13 year olds. Ability to organise and develop Science to C.E. and *P.S.S. level, and assume* responsibility for Boys Games, i.e. Rugby, Cricket, Athletics. Excellent opportunity to assist in the development of an expanding Preparatory School.

Burnham Scale 1.

Apply in writing with full C.V. and two referees to the Headmaster. Closing date 27th February 1987. (48415) 204824

EDINBURGH

GEORGE HERIOT'S SCHOOL
See main advertisement under Appointments in Scotland. (49471) 204824

Other than by Subject Classification

Heads of Department

LEICESTERSHIRE

Leicester Independent Day School requires a teacher to take charge of the Infants' department. Flat available if required.

Apply with C.V. by 10th March. Write Box No. Tes 00669, Priory House, St John's Lane, EC1M 4BX. (48853) 205618

LONDON SE9

ELTHAM COLLEGE JUNIOR SCHOOL
Mottingham Lane, London SE9 4RW
Tel: 01-857 1455
I.A.P.S. Day School for 181 boys
(7-11 years)

There will be a vacancy in September 1987 for a well qualified and enthusiastic teacher to teach general subjects and assist with games.

Salary - Burnham Scale, plus Middle Band London Area Allowance.

Further information can be obtained from the Headmaster, Eltham College, Grove Park Road, Mottingham, London SE9 4QF.

Applications with full curriculum vitae and names and addresses of two referees should be sent to this address. (48969) 205618

Other Assistants

BERKSHIRE

Required for April or September young teacher, preferably unmarried, to teach general subjects throughout the school with some specialist Geography. Some teaching experience an advantage. Applicants should be capable of making an outstanding contribution to boarding school life. Excellent self-contained accommodation. Salary above Burnham.

Applications with c.v. and address and telephone number of two recent referees should be sent to the Headmaster, Lambrook, Winkfield Row, Bracknell, Berks. RG12 6LU. ([illegible]) 205624

BUCKINGHAMSHIRE

THORPE HOUSE SCHOOL
Gerrards Cross
(IAPS Day Boys 7-13)

Required for September 1987 a qualified and enthusiastic teacher to be responsible for teaching general subjects to a class of 7 to 8 or 8-9 year old boys.

Salary in accordance with Burnham Scale plus London Fringe Allowance.

Letters of application, together with the names and addresses of two referees, should be sent to the Headmaster. (48791) 205624

CHESHIRE

Required for September 1987 a qualified and experienced teacher of general subjects for a class of 7 to 8 year olds in this lively co-educational preparatory school in Cheshire countryside. Full commitment to boarding school life essential; willingness to help with girls' games, run a Cub Pack, and/or act as resident House Mistress would all be very welcome.

Full details from, and applications with C.V. and two references to: The Headmaster, Terra Nova School, *Jodrell* Bank, Holmes Chapel, Cheshire CW4 8BT. (48631) 205624

CORNWALL

THE SCHOOL OF ST. CLARE
Polwithen, Penzance TR18 4JR
A Woodard School

There will be a vacancy in SEPTEMBER 1987 for a young qualified enthusiastic teacher in the Junior Department of the above school to teach a mixed class of 8-10 year olds.

The ability to offer general subjects, together with Music and boys games is essential.

Burnham Scale 1 + D.E.S. Superannuation.

Applicants should apply in writing, giving names of two referees to the Headmaster.

Enclose a large S.A.E. for further details. (48906) 205624

DORSET

DUMPTON SCHOOL
Wimborne
160 boys, (day and boarding)

Required for September 1987 a teacher of SCIENCE & COMPUTING. Excellent opportunity to help develop these subjects in flourishing school. Willingness to help with extra curricular activities also important.

Apply with C.V. and names of two referees to:- the Headmaster, Dumpton School, Gaunt's House, Wimborne, Dorset BH21 4JQ. (48660) 205624

EAST SUSSEX

ST. MARY'S HALL
Brighton
C. of E. Independent Public School for girls (approx 350)

Required for September 1987, an experienced and enthusiastic Nursery Trained teacher to start a new Play Group.

Further details may be obtained from the Headmistress's Secretary. Salary according to qualifications and experience.

Apply in writing with curriculum vitae and names and addresses of two referees to: The Headmistress, St Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (48235) 205624

HAMPSHIRE

DUNANNIE (BEDALES PREPARATORY SCHOOL)
Steep, Petersfield, Hampshire GU32 2DP

Dunannie is a co-educational, independent day school with pupils aged 3-8 years. It operates a structured, project-based curriculum with small classes. Dunannie also benefits from the extensive grounds and facilities of the Bedales estate.

Required for September, 1987: Qualified dedicated and enthusiastic INFANT CLASS TEACHER. This is an exciting opportunity to work in a stimulating and interesting educational environment. Burnham Scale 1 plus superannuation.

Please apply in writing to: The Headmistress giving full details of qualifications, special interests and experience plus particulars of two referees. (48215) 205624

HAMPSHIRE

Required for September 1987 for Sandle Manor Co-educational Preparatory School a Qualified Teacher of General Subjects to a form of nine year olds. Ability to teach the recorder to a high standard, and to help in the Music Department a distinct advantage.

Apply in writing with full C.V. and names, addresses and telephone numbers of two referees to The Headmaster, Sandle Manor, Fordingbridge, Hants. SP6 1NS. (48418) 205624

HAMPSHIRE

ST. JOHN'S COLLEGE LOWER SCHOOL
Albany Road, Southsea PO5 3QW

A TEACHER is required for September 1987, in this R.C. Independent school for boys. Preferably infant-trained, *ability to assist with games an* asset. Burnham Scale I - Scale II post for suitably qualified person.

Applications in writing to Master-in-Charge with c.v. (49499) 205624

KENT

HOLMEWOOD HOUSE SCHOOL
Langton Green, Tunbridge Wells, Kent TN3 0EB

IAPS Boarding and Day School of 380 boys

A Junior Subjects teacher is required in September. Ability to coach games an asset, Holmewood salary scale. Government Superannuation.

Apply Headmaster with C.V. and names, addresses and telephone nos. of 2 Referees. (48816) 205624

KENT

FRIARS SCHOOL
Great Chart, Ashford, Kent
(IAPS Day and Boaring. 170 boys)

Required for September a qualified enthusiastic teacher to teach General Subjects mainly to boys aged 8-9. Games and extra curricular activities desirable. Burnham. Government superannuation. Single accommodation. The post may suit someone willing to live in.

Applications, with telephone number, naming 2 referees to The Headmaster. (48596) 205624

KENT

DULWICH COLLEGE PREPARATORY SCHOOL
Coursehorn, Cranbrook, Kent TN17 3NP
Tel: Cranbrook (STD Code 0580) 712179
Headmaster: R.D. Peverett, M.A. (Oxon.), F. Coll. P.

Required for September 1987 form teacher for a mixed class of 8 to 9 year olds. Ability to take boys' games an advantage.

Salary Burnham, Government Superannuation Scheme.

Apply with full c.v. and names/addresses of two referees to the Headmaster, Dulwich College Preparatory School, Coursehorn, Cranbrook, Kent TN17 3NP. (48592) 205624

KENT

RUSSELL HOUSE SCHOOL
Opposite Otford Station, Near Sevenoaks, Kent
Day School, 180 boys and girls aged 3-11

For September 1987 we require 2 full time subjects including boys games, chess, etc.

Applications with C.V. and name of two referees to The Headmistress, Russell House, Station Road, Otford, Kent TN14 5QU. (48815) 205624

LONDON E17

FOREST SCHOOL
London E17 3PY
(Epping Forest area)
IAPS: HMC
Preparatory - 400 boys
Senior School - 400 boys
Girls' School – 300 girls

Required in September 1987, or earlier if possible, a qualified person (Junior trained) to teach General Subjects to boys 7-11. Ability to coach boys' games desirable. The post would suit teachers who wish to join in the busy life of a School with lively traditions.

Apply immediately with curriculum vitae and the names and addresses of two referees to the Headmaster of the Junior School. (48460) 205624

LONDON NW

GIRLS' PREPARATORY SCHOOL
NW London

Requires September, 1987 Lower School general subjects teacher for age range 6-7 years.

Salary Burnham Scale + 5% and London Allowance.

Interviews in March.

Please apply in writing, enclosing Curriculum Vitae and names of 2 referees to Box No. TES 00665, Priory House, St. John's Lane, EC1M 4BX. (49434) 205624

LONDON SW7

South Kensington

Required immediately part-time Assistant Teacher for 4-7 year old girls. Ability to teach Music to young children essential, a well qualified Musician could be offered more advanced work. Current driving licence useful. S/c accommodation available.

Apply Mrs Bird, Falkner House, 19 Brechin Place, London SW7 4QB. Tel: 01-373 4501. (48623) 205624

PREPARATORY SCHOOLS

continued

LONDON SE21

DULWICH COLLEGE PREPARATORY SCHOOL
Nursery/Kindergarten Department
(88 Children age 3-5)
TEMPORARY APPOINTMENT

Required for the SUMMER TERM 1987, due to maternity leave, a qualified infant teacher to take a class of 22 4-5 year olds. An assistant works with the class teacher.

Salary according to Inner London Burnham.

Further details from the Headmaster, 42 Alleyn Park SE21 7AA, to whom applications should be made as soon as possible. (48293) 205624

LONDON SW11

BROOMWOOD HALL SCHOOL
Clapham
CLASS TEACHER

Experienced teacher required in September 1987 for a pre-preparatory school in Clapham for 4½-8 year olds, to take a class of 8 year olds. Burnham Scale plus Inner London Allowance.

Apply in writing to Broomwood Hall School, Kyrle Road, London SW11 6JX.
(48784) 205624

LONDON SW11

BROOMWOOD HALL SCHOOL
Clapham
PREPARATORY CLASS TEACHER

Experienced and innovative teacher required in September 1987 for a pre-preparatory school 4½-8 year olds, to take a class of 4½-5 year olds. Burnham Scale plus Inner London Allowance.

Apply in writing to Broomwood Hall School, Kyrle Road, London SW11 6JX.
(48783) 205624

LONDON SW1

GARDEN HOUSE SCHOOL

Three trained teachers needed September for I.A.P.S. school, Sloane Square.

Apply in writing with full C.V. to The Headmistress, 53 Sloane Gardens, London SW1W 8ED. (48797) 205624

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
(Junior Department: 190 girls, aged 7-11)
Required in September:
TRAINED TEACHER

Preferably with some experience, to take charge of a third year Junior form (9-10 year olds). Basic subjects required to a high standard and a particular interest in Art, Craft and History, would be an advantage.

Burnham Scale, London Allowance.

Apply to the Head Mistress, with curriculum vitae and names of two referees. (48139) 205624

NORFOLK

TAVERHAM HALL
Norwich NR8 6HU

Required in September a qualified form teacher for 8-year-old class to lay the vital foundations of prep-school life in this IAPS, mainly boarding, co-educational school. Interest in extra-curricular activities or games an advantage.

Preference for resident who might take on additional pastoral responsibility for girls.

IAPS Pension. Salary above Burnham.

Apply to the Headmaster with full c.v. and names of two referees. (48593) 205624

SUSSEX

STOKE BRUNSWICK SCHOOL
Ashurst Wood, East Grinstead, Sussex RH19 3PF

Due to expansion a qualified Form Teacher is required for September 1987 to teach general subjects to 7 - 8 year olds. Ability to coach rounders and netball an advantage.

Single accommodation available.

Please apply to the Headmaster sending C.V. and names of two referees. (48175) 205624

NORFOLK

BEESTON HALL SCHOOL
West Runton, Cromer, Norfolk NR27 9NQ
Tel: West Runton 324
(Co-ed. Preparatory School, 100 boys, 50 girls)

Required September 1987, resident teacher of general subject 8-11 year olds, mainly Mathematics and English. Interest in any of the following an advantage: Computer science, music, drama, games and outdoor life.

Apply with names and addresses of two referees to the Headmaster by March 10th. (48823) 205624

NORTH YORKSHIRE

WOODLEIGH SCHOOL
Langton Hall, Langton, Malton, N. Yorks

This boarding Preparatory School (IAPS) requires for September 1987 an experienced teacher of French or English to CE and PSS - a willingness to be involved fully in boarding school life is essential and the ability to coach cricket and other games will be an advantage. Good salary according to age and experience. DES superannuation. Accommodation is available.

Apply to the Headmaster with C.V. and names and addresses of two referees. (48995) 205624

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS, G.P.D.S.T.
Junior Department 245 girls 5 - 11

A well-qualified Junior School teacher required for a class of 7 - 8 year olds for April 1987. This post could be temporary for the Summer Term or permanent for a suitable applicant. An interest in Science and Computing plus a willingness to take part in extra-curricular activities would be an advantage.

Apply in writing (no forms) with s.a.e. giving curriculum vitae and names of two referees to the Headmistress, 9 Arboretum Street, Nottingham NG1 4JB. (48679) 205624

OXFORD

HEADINGTON SCHOOL
Oxford
Junior School

Class teacher for the 6 year old class required for September 1987 in this 140 strong junior school. Ability to help with the music of the school would be an advantage. Applicants should also state what extra-curricular activities they can offer.

Apply with c.v. and names and addresses of two referees to the Headmistress, Miss E.M. Tucker, Headington School, Oxford OX3 7TD. (48521) 205624

STIRLING

BEACONHURST GRANGE SCHOOL
Bridge of Allan, Stirling
FK9 4RR

Tel: (0786) 832146

Required for September a teacher of general subjects for 9-11 year olds with a particular emphasis on Maths.

An interest in Computing and an ability to assist with Games (Rugby and Cricket) would be desirable. Further details available.

Applications including c.v. with the names and addresses of two referees to the Headmaster by 13th March. (48173) 205624

SURREY

DOWNSIDE LODGE PRE-PREPARATORY SCHOOL
Purley
(Boys 3½ to 7)

Required for September, 1987. Qualified teacher for Nursery class (3½-4½) for mornings only and to help teach other boys in the afternoons. A pianist would be particularly helpful.

Salary Burnham Scale 1. London Allowance. Government Superannuation.

Apply in writing with c.v. and two referees to: The Headmaster, Downside School, 1 Woodcote Lane, Purley, Surrey CR2 3HB. (48402) 205624

SURREY

ROKEBY
I.A.P.S. 354 Boys
Required for September 1987 in Junior Rokeby Pre-prep. 110 boys.

Experienced teacher for 5½ yr. olds. Candidates must be willing to participate fully in the life of the school.

Apply in writing with full C.V. and two referees, stating particular curricular strengths, by 6th March to: The Principal, Mrs L. Renfrew, Junior Rokeby, George Road, Kingston upon Thames, Surrey KT2 7PB. (48155) 205624

SURREY

HOMEFIELD SCHOOL (JUNIOR DEPARTMENT)
Western Road, Sutton SM1 2TE

Required for September 1987 two qualified teachers preferably with some experience to teach (a) form of 5-6 year olds and (b) form of 6-7 year olds. Burnham Scale I plus London Weighting (middle band). Government Superannuation. Non-Resident.

Apply in writing to Headmaster with full CV including names and telephone numbers of TWO referees.
(48189) 205624

WILTSHIRE

PEMBROKE HOUSE

PO Box 31, Gilgil, Kenya

(I.A.P.S. Boarding - 120 boys)

Applications are invited for the following posts for September 1987:

1. Junior Form Teacher.

2. Science (to CEE standard) knowledge of Computers desirable

3. Art Teacher (Married couple considered).

Previous pre school experience desirable. Accommodation available. Two year contract. Air fares paid.

Applications with full CV including passport-size photograph and names and addresses of 2 referees, by 20th March to The Bursar, Dauntsey's School, West Lavington, Devizes, Wiltshire SN10 4HE. Interviews will be held in England during the Easter holidays. (48852) 205624

YORKSHIRE

YORK COLLEGE FOR GIRLS
(C.S.A. Church Schools Company Ltd.)
62 Petergate, York YO1 2HZ
(350 pupils - 130 in the Junior School)

Required for September 1987 an experienced, enthusiastic, qualified teacher to teach in the Junior School. Candidates should be able to teach across the age range.

Only candidates willing to contribute to the whole life of the school should apply. Ability to work with computers should be an advantage but those with other skills should not be deterred from applying.

Burnham Scale 1. Government Superannuation.

Applications, by letter, as soon as possible, to the Headmistress at the School, with full curriculum vitae and names of two referees. (48916) 205624

JORDANHILL
COLLEGE of EDUCATION / GLASGOW

The governors invite applications for the following posts –

Lecturer in Human Sciences
School of Further Education

The School of Further Education is the national centre for the training of further education lecturers and nurse/midwife teachers in Scotland. Candidates should have considerable teaching experience in further or higher education in some aspect of human sciences. They should also possess an Honours degree or equivalent qualification in an appropriate subject and be registered, or be in a position to register, with the G.T.C.

The successful applicant will be required to contribute to the educational methods programmes in the courses of initial and post-initial teacher training for further education lecturers and nurse/midwife teachers.

Lecturer
Division of Primary Education

Members of the Division of Primary Education are involved in a wide range of preservice and inservice courses in the College, including preservice undergraduate and postgraduate courses, a number of award bearing inservice courses within the field of primary education and school focused inservice work with teachers in primary schools. Responsibilities include school experience supervision, lecturing, course planning and contributions to research and curriculum development projects.

Candidates should be qualified teachers not currently in a promoted post, have considerable experience of curriculum development in nursery or primary schools, and have recent relevant experience of working in nursery or primary schools. Knowledge of all stages of the primary school is necessary for the post but preference would be given to candidates with experience in nursery or early education. Candidates should be registered or capable of registration with the G.T.C.

The salary scale, which is subject to review at 1st April 1987, is £9,840–£15,528 per annum. The point at which the successful applicant will be placed on the scale will be determined in relation to his/her salary at the time of appointment.

Further particulars and forms of applications may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRAE DRIVE, GLASGOW G13 1PP. Completed forms should be returned not later than NOON ON FRIDAY 13th MARCH, 1987.

(1079)

APPOINTMENTS IN SCOTLAND

EDINBURGH

HEAD OF R.E.

The Headship of the Religious Education Department falls vacant from the beginning of session 1987/8. The present holder is also the School Chaplain. An ability to teach an additional subject would be an advantage. The post carries an APT allowance.

All colleagues are expected to play a full part in the extra-curricular life of the School.

Further information is available from the Headmaster, to whom letters of application, including the names of two referees, should be sent not later than Friday 6th March, George Heriot's School, Lauriston Place, Edinburgh EH3 9EQ. (49470) 170000

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION DEPARTMENT
GOSFORTH HIGH SCHOOL
APPOINTMENT OF HEAD TEACHER (GROUP 12)
Ref: S.933/G

Required from September, 1987 a suitably qualified and experienced teacher for appointment as Head Teacher of this co-educational County High School for approximately 1200 pupils between the ages of 13 and 18 years.

The school is in Group 12 for salary purposes i.e within the range of £22,51-£23,700 per annum.

Apart from submitting a completed application form, applicants are invited to submit in writing their views on any two or more major issues which are currently affecting the Education Service both locally and nationally.

Application forms and further details are obtainable from and returnable to the Schools Section, Education Department, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU by Tuesday, 10th March 1987. (48887) 170000

SCOTTISH EXAMINATION BOARD
MARKERS
SCE 1987 EXAMINATION

Applications are invited for appointment as Markers at the 1987 Scottish Certificate of Education examinations in the following subjects:

Computing
English (Standard Grade only)
Mathematics (Standard Grade only)
Science (Standard Grade)
Secretarial Studies
Social and Vocational Skills (Standard Grade)

Applicants should be teachers with, in the subject concerned, or a related subject, three years' presentation experience for the Scottish Certificate of Education or three year's examining experience in tertiary education.

Persons who acted as Markers in these subjects at the 1986 examination or who have already submitted applications will be considered automatically for appointment for the 1987 examination and should NOT apply again in response to this advertisement.

Application forms, obtainable from the Director, Scottish Examination Board, Ironmills Road, Dalkeith, Midlothian EH22 1LE, should be returned to the Board by 6 March 1987.

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates, or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.*

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

[illegible]

JORDANHILL
COLLEGE of EDUCATION / GLASGOW

SCHOOL OF FURTHER EDUCATION
Head of Curriculum Services

The work of the School of Further Education within the College is being extended to include an advisory and support service for 16+ curriculum development. This service will build on the work currently being undertaken by the Curriculum Advice and Support Team [CAST]. The Governors of the College invite applications for the post of Head of Curriculum Services from candidates with high academic qualifications who have substantial experience of curriculum development in relation to 16+ initiatives.

All applicants should be registered, or in a position to register, with the General Teaching Council for Scotland.

The post is recognised as Head of Department Grade 13 with a salary which is currently £20,262 per annum.

Application forms and further information about the post may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRAE DRIVE, GLASGOW G13 1PP. The closing date for receipt of applications is Noon on Friday 13th March, 1987.

ORKNEY ISLANDS COUNCIL
Education Department

POST OF INSTRUCTOR OF STRINGED INSTRUMENTS

There is a current vacancy for one of two full-time specialist string teachers in the county. Applicants must have a specialisation on at least one member of the string family and be able to offer tuition in the full range of stringed instruments.

Further details and application forms (to be returned not later than 9th March 1987) may be obtained from the Director of Education & Recreation Services, County Offices, Kirkwall, Orkney KW15 1NY. Tel (0856) 3535.

SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT
PRINCIPAL – TAMESIDE COLLEGE OF TECHNOLOGY
(Group 7)
Required for 1st September 1987

Applications are invited for the post of Principal of Tameside College of Technology which will become available from 1st September 1987, following the promotion of the present principal to a larger college. Candidates should have appropriate professional qualifications at degree level or above, substantial teaching experience, preferably in the further education sector, and a record of successful management at a senior level, within the education service.

Tameside College is the only further education establishment in Tameside Metropolitan Borough, and the Authority is seeking to appoint a person who will continue to support and develop the extensive and successful programme of NAFE, community and adult education which is currently offered by the college.

Further particulars of the post and application forms are available from the Director of Education, Tameside MBC, Teachers' Staffing Section, Education Department, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL, to whom they should be returned not later than Monday 9th March, 1987.

AN EQUAL OPPORTUNITY EMPLOYER

Colleges of Further Education

Heads of Department

HUMBERSIDE

COUNTY COUNCIL EDUCATION COMMITTEE
THE EAST YORKSHIRE COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF FOOD AND FASHION GRADE II

Applications are invited for this permanent appointment.

Application forms and further details from: The Principal, The East Yorkshire College of Further Education, St Mary's Walk, Bridlington, North Humberside YO16 5JW. Tel: (0262) 672676. The closing date is Friday 6th March 1987.
(48858) 220018

Other Appointments

BEXLEY

LONDON BOROUGH

ERITH COLLEGE OF TECHNOLOGY

Applications are invited for the following post:

LECTURER GRADE I IN PLUMBING

Required as soon as possible to teach workshop practice, theory and ancillary subjects in City & Guilds Craft, YTS and School/College Link Courses.

Applicants should have an advanced Craft Certificate plus an appropriate post Advanced Qualification and sound industrial experience which should preferably include some Heating & Ventilating Fitting.

Salary: Lecturer Grade I - £7,002 - £13,626 inc.

The LEA operates an Equal Opportunities Policy.

Application forms and further particulars may be obtained from the Senior Admin. Officer, Erith College of Technology, Tower Road, Belvedere, Kent DA17 6JA (Tel: Erith 42331, Ext. 229) to whom they should be returned within fourteen days of the appearance of this advertisement. (48658) 220026

AVON COUNTY

EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
DEPARTMENT OF MATHEMATICS SCIENCE AND ENGINEERING
LECTURER GRADE 1 IN BIOLOGY

Is required for September 1987 to teach up to 'A' Level mainly to students aiming for higher education.

Application form and details (send s.a.e.) from The Principal (please quote reference no. MSE87/5). Completed forms to be returned by 6th March 1987.

Avon is an Equal Opportunities Employer. (48582) 220026

BUCKINGHAMSHIRE

MILTON KEYNES COLLEGE
DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES

Applications are invited from suitably qualified person for the following post which is available from 1 September 1987.

LECTURER GRADE I IN COMPUTING AND BUSINESS STUDIES

The person appointed should be able to offer a variety of subjects to BTEC General and National Level courses and have a sympathetic understanding of the philosophy of the Business and Technician Education Council. The subjects offered should include.

COMPUTING STUDIES
PROGRAMMING

Candidates for the post should have appropriate professional qualifications and/or degree: experience in further education and of industry is desirable.

Application forms and further particulars are available on receipt of a stamped self-addressed envelope (9" X 6") from the Principal of the College, Milton Keynes College, Chaffron Way, Leadenhall, Milton Keynes MK6 5LP. Completed forms should be returned within fourteen days of this advertisment. (48092) 220026

ESSEX

BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon, Essex
Tel: 289281

Required for May or September 1987.

DEPARTMENT OF ENGINEERING

LECTURER I IN ELECTRONICS to teach at least two of: T.V. Systems, Radio Communications or Electronics.

LECTURER II IN ELECTRONICS to teach up to Higher Certificate level in at least two of: Microelectronics, T.V. Systems, Radio Communications or Electronics.

Candidates should be graduates or chartered engineers with industrial experience: teacher training is desirable.

Salary scales: Lecturer I: £6,324 - £12,945 plus outer fringe £282. Lecturer II: £8,076 - £12,945 plus outer fringe £282.

Application form to be returned by 6th March, and further details from the Principal. (48896) 220026

THE WELLINGBOROUGH COLLEGE

Associate Vice Principal – Marketing

Head of Department Grade III – Burnham FE Scale

Do you have a proven track record of implementing sound yet progressive ideas?

Are you keen to join an enthusiastic Management Team currently shaping our Corporate Plan and Ethos for the 1990's?

Do you have the experience and expertise to head up our dynamic Marketing Group, tasked with maintaining an effective marketing strategy in a rapidly developing educational environment? You will also be expected to direct the activities of an expanding Board of Studies for Business, Professional and Secretarial courses.

The Wellingborough College is a forward-looking Further Education Establishment which has recently re-organised to respond to the changing education and training needs of our local community and industry.

Promotion of the current post-holder has created this opportunity to gain College-side experience at a senior level (Head of Department III) within our College management structure.

Applications are invited from well qualified, energetic and ambitious individuals who ideally will have several years management experience in the Further Education and/or Marketing environment, who can contribute to the development of business courses in the college. You will be qualified to graduate or equivalent level in an appropriate discipline.

Further details and application forms can be obtained from the Principal's Secretary, The Wellingborough College, Church Street, Wellingborough, Northants, NN8 4PD. Telephone (0933) 224165. Completed application forms should be returned to the college by the 6th March, 1987. (13127)

HARLOW COLLEGE

(A Tertiary College maintained by Essex County Council)

Applications are invited for the following posts which are available from May 1987.

1. **LECTURER I – Business Studies**
   To teach on a range of subjects of BTEC National level to include Finance, People & Organisations & Business Administration.
2. **LECTURER I – Hairdressing**
   To teach on City & Guilds 300 course for full time students and to act as deputy to the Lecturer responsible for Hairdressing.
   Salary Scale Lecturer I £6,843 – £13,656 plus London fringe.

Application forms and further particulars are available from The Principal, Harlow College, College Square, The High, Harlow, Essex CM20 1LT, on receipt of a stamped addressed envelope.

Closing date for applications 6 March 1987. (13043)

ESSEX County Council

Langley College of Further Education, Slough
Windsor and Maidenhead College of Further Education

Principals

Both colleges are in Group 6, and the Principals salary in each case is £24,915, including Fringe Area allowance. The post at Langley is available from 1st May and that at Windsor and Maidenhead from 1st September 1987.

Further particulars and forms from the Director of Education (Ref PDC), Shire Hall, Shinfield Park, Reading RG2 9XE (0734) 875444, ext. 3445. Please say whether details of one or both posts are required. Separate applications will be necessary.

Berkshire is an equal opportunities employer and assists with removal expenses.

Closing date: 13th March, 1987.

An Equal Opportunity Employer. (13036)

Royal County of Berkshire

ISLE OF WIGHT COLLEGE OF ARTS AND TECHNOLOGY (GROUP 6)
PRINCIPAL
(Salary within the range £24,633 – £25,818)

Required 1st September 1987.

The vacancy arises from the forthcoming retirement of Mr K H. Haywood. The College is situated on an extensive campus in Newport and is the County's sole further education establishment.

The College progressed to Group 6 in September 1986 and has Departments of Construction, Agriculture, Horticulture and Adult Education; Business and General Studies; Hotel and Catering Services; Community Studies and Engineering.

Application forms and further particulars are available from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD.

Closing date: 5th March, 1987. (12946)

Isle of Wight County Council

Highland
Education Department

Inverness College of Further and Higher Education
ASSISTANT PRINCIPAL – Service Industry Studies

Applicants for this new senior management post should have considerable experience at Senior Lecturer level in a further education college. Relevant industrial and business experience would be an advantage. Academic Studies to be managed in: (A) School of Caring and Social Studies (B) School of Catering and Hotel Management and (C) School of Hairdressing.

Head of Department Grade 9 Salary £17,838

Previous applicants will be considered and need not re-apply. Further details and application forms from: Director of Education, Highland Regional Council, Regional Buildings, Glenurquhart Road, Inverness (tel (0463) 234121 Ext 362). Closing date for applications Friday 6 March 1987 (13038)

Metropolitan Borough of
WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

WIRRAL EDUCATION AUTHORITY
PRINCIPAL
WIRRAL METROPOLITAN COLLEGE
GROUP 9
(£28,359 – £29,547 per annum)

Whilst applications are sought from both men and women who feel they have appropriate experience and qualifications for this post, the previous advertisements drew no applications from women candidates, and the Chairman of Governors has asked that the impending vacancy should be particularly drawn to the attention of women and that they should be invited to apply.

In view of this the closing date for the receipt of applications has been extended to 2nd March 1987.

Further details and forms of application from the Director of Education, Education Offices, Cleveland Street, Birkenhead L41 6NH. Tel. No. 051-647 7000 Ext. 607 (13174)

ALL APPLICANTS WILL BE CONSIDERED ON THE BASIS OF SUITABILITY FOR THE POST REGARDLESS OF SEX, CREED, RACE OR DISABILITY.

CROYDON COLLEGE

FACULTY OF BUSINESS AND PROFESSIONAL STUDIES

Following internal promotion, a post in the Marketing Group is available. Applications are invited, to commence as soon as possible:–

LECTURER II MARKETING (2 posts)

Post 1
Applicants should hold a degree or equivalent and be able to offer some, or all of the following:–
Membership of the Institute of Marketing:
Practical work experience in the marketing function:
Experience in teaching, lecturing or training.
The successful candidate will lecture on a range of senior courses, e.g. professional institute courses, BTEC Higher Business courses and the Diploma in Management Studies.

Post 2
This post is temporary and subject to continued funding by major retail establishments. There is every indication that the post will continue at least until July 1988. Specific *training* skills are required by the successful applicant, in addition to sound knowledge (and preferably experience) of the retail/marketing sector.

LECTURER II – £9,321–£14,382 p.a.
(inclusive of London Allowance)

Further details and application forms may be obtained from the Assistant Principal (Personnel), Croydon College, Fairfield, Croydon CR9 1DX, to whom completed application forms should be returned within 14 days of the appearance of this advertisement. A self-addressed envelope would be much appreciated. (13167)

COLLEGES OF FURTHER EDUCATION

continued

MERTON

LONDON BOROUGH OF MERTON
MERTON COLLEGE
MERTON IS AN EQUAL OPPORTUNITIES *EMPLOYER*

All applications will be considered on their merits

LECTURER GRADE I IN MUSICAL INSTRUMENT REPAIR

The School of Engineering at Merton College requires a specialist in the repair of non-fretted string instruments to join a small and enthusiastic team concerned with the teaching of this and other musical instrument repair skills.

The appointment will be at Lecturer Grade I level:

Salary Scale: £6,234 - £11,247 p.a. plus London Allowance: £1,038 p.a.

Further particulars and an application form can be obtained from the Registrar, Merton College, Morden Park, London Road, Modern, Surrey SM4 5QX. The closing date for the receipt of completed applications is 13th March, 1987. (48270) 220026

Nene College Northampton

Faculty of Science School of Molecular Sciences

Applications are invited for the following posts:–

LECTURER II Organic Chemistry

LECTURER I Physics

These appointments will be effective from 1st September 1987. For an application form and further details of these posts please contact Dean of the Faculty of Science, Nene College, Park Campus, Northampton, NN2 7AL. Telephone (0604) 715000.

Northamptonshire Councy Council is an equal opportunities employer.

(13011)

BOLTON METROPOLITAN COLLEGE

PRINCIPAL: COLIN R. TERRY

Bolton Metropolitan College is a large, multi-site N.A.F.E. College with a broad range of course provision, from traditional craft and technician level work to non formal community education.

FACULTY OF TECHNOLOGY

LECTURER GRADE II: ELECTRONIC ENGINEERING

This is a re-advertisement and previous applicants should write in if they wish their applications to be re-considered.

A well qualified and innovative lecturer is required to manage existing courses and assist with the development of new provision.

Application forms (and further details) to be returned by Friday, 6th March 1987 from: The Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton BL1 1ER. Telephone (0204) 31411 Ext. 3308.

B.M.B.C. IS AN EQUAL OPPORTUNITY EMPLOYER.

(13027)

Burton Upon Trent Technical College

Principal Lecturer

To co-ordinate the College's GCE Provision

£14,784–£16,458 progressing to £18,588

Application forms and further particulars may be obtained from the Vice-Principal's Secretary, Burton upon Trent Technical College, Lichfield Street, Burton upon Trent, Staffs., DE14 3RL. Telephone: Burton upon Trent 45401, Ext. 303.

Closing date for applications: 6th March 1987.

Canvassing will disqualify.

Trade Union Membership encouraged.

Staffordshire County Council

An equal opportunity employer

ENFIELD

LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
SOUTHGATE TECHNICAL COLLEGE
Principal: W.A.G. Easton, M.A., C.Eng., F.I.Mech.E., F.R.S.A.
REQUIRED AS SOON AS POSSIBLE
Post Ref: D27 LECTURER GRADE I IN ELECTRONIC ENGINEERING

Lecturer Grade I to teach primarily *Electronic Engineering* subjects in BTEC First and National Certificate/Diploma courses with the opportunity to teach on other courses as appropriate.

Relevant degree, H.N.D. or H.N.D. with related industrial experience. Teacher training/experience preferred but not essential. In-service training can be provided.

Salary Scale (including London Weighting Allowance) £7,569 - £12,591 (Bar) £14,382.

Initial placing on the above scale will depend upon qualifications and experience.

Application forms and further details (s.a.e. marked with job reference) obtainable from the Principal, Southgate Technical College, High Street, Southgate, London N14 6BS, to whom they should be returned within two weeks of the appearance of this advertisement. (48268) 220026

CLEVELAND

COUNTY OF CLEVELAND

An equal opportunities employer

HARTLEPOOL COLLEGE OF FURTHER EDUCATION

Principal: C.C. Doram, B.Sc., Cert. Ed.

DEPARMENT OF GENERAL EDUCATION & COMMUNITY STUDIES

Head of Department: Miss K. Thomas, B.Ed., B.A.

APPOINTMENT OF LECTURER I ADULT AND CONTINUING EDUCATION

(Temporary Appointment - Three Terms)

Applications are invited for the post of Lecturer I in Adult and Continuing Education. This is a temporary appointment for 3 terms ceasing 31st March, 1988.

Salary: £6,843 - £11,865.

Further particulars and application forms may be obtained by sending a stamped addressed envelope to The Principal, Hartlepool College of Further Education, Stockton Street, Hartlepool, Cleveland TS24 7NT, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

(48814) 220026

HERTFORDSHIRE

WATFORD COLLEGE
LECTURER IN OFFICE STUDIES
(Re-advertisement previous applicants will be reconsidered)

To teach from some of the following areas of work: Information Processing, (including Data and Word Processing), G.C.S.E. 'O' Business Studies, Office Practice, Secretarial Duties, Business Calculations, Teeline Shorthand, Keyboarding, Accounts.

Salary in accordance with Burnham FE Scale for Lecturer Grade 1: £6,843-£11,865 pa (progressing to £13,656) plus £282 pa Fringe Allowance.

Further details and application forms available from the Principal, Watford College, Hemstead Road, Watford WD1 3EZ. (Tel: Watford 57551).

(49469) 220026

CLEVELAND

COUNTY OF CLEVELAND

An equal opportunities employer

KIRBY COLLEGE OF FURTHER EDUCATION
Roman Road, Linthorpe, Middlesborough, Cleveland

Tel: (0642) 813706

Applications are invited for the following post in the *Department of Business Education.*

LECTURER GRADE II IN NUMERACY AND ACCOUNTING with responsibility for YTS Courses in the Department.

SALARY: £8,595 - £13,656.

The post will be available from 1st September 1987 or earlier by arrangement in appropriate circumstances.

Application forms and Further Particulars for this post may be obtained from the Principal of the College, to whom completed applications should be returned within 14 days of the appearance of this advertisement. (48813) 220026

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY

LECTURER GRADE I IN ECONOMICS WITH STATISTICS

To teach on BTEC and Professional courses. Applicants should be graduates and preferably have some industrial/commercial experience and/or teaching experience and/or training. Hampshire County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details from The Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB (Tel: (0252) 515511).

Closing date: 6th March, 1987. (48861) 220026

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ilea *Working in Education*

***SALARY SCALES** are in accordance with Burnham (F.E.) award effective from 1st April 1986 and include an inner London allowance.*
Lecturer 1 on an incremental scale £7,953-£12,975 with a starting point depending on qualifications, training and experience. Then to £13,173-£14,766.
Lecturer II £9,705-£14,766.
Senior Lecturer £13,725-£15,930 (Bar £16,983).
Principal Lecturer £15,894-£17,568 (Bar £19,698).

***JOB SHARING.** All posts grade Lecturer 1 to Principal Lecturer are suitable for job share. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for: Colleges by: Karen Newbury, PS/FHE/EQ OPPS, Room 436, The County Hall, London SE1 7PB.*

***CLOSING DATE** for the return of application forms for all posts is, unless otherwise stated, 6th March 1987.*

HACKNEY COLLEGE

Hackney College is a large, multi-site College serving a wide area of North and East London in the provision of general, pre-vocational and vocational education and training. For some more specialised training, the College is also recognised as both a regional and a national centre.

Principal Lecturer in Information Technology

Required to manage and co-ordinate Information Technology across the College including hardware and software provision, course and curriculum development, staff development and management information systems.

Application forms and further details may be obtained from Mrs. A. Yarrow, Hackney College, Keltan House, 89 Mare Street, London E8 4RG. Tel: 01-985 8484 ext. 294. Completed forms must be returned no later than 14 days after the appearance of this advertisement. Please quote ref. ND05.

SOUTH LONDON COLLEGE
Knights Hill, London SE27 0TX.
Tel: 01-670 4488.

Department of Physical Sciences

Lecturer I in Mathematics

Required for 1st May 1987 to teach Mathematics on a range of courses including GCE 'A' level, GCSE, BTEC National, First Diplomas and CPVE.

Applications are invited from graduates in mathematics and related fields, who should be able to contribute to the pastoral care of students.

SLC may be undergoing tertiary reorganisation shortly and there would be an opportunity to make an important contribution to this development.

Job description and application forms may be obtained from the College Registrar. Please enclose sae.

SOUTHWARK COLLEGE
The Cut, London SE1 8LE.

Southwark College is the major provider of 16-19 Education and training in the North and Centre of Southwark. It is an inner-city, multi-site, multi-racial college, serving a wide and ethnically diverse community of students and has a proven track record in its responsiveness to community and employment demand.

Senior Lecturer 0.5

Responsible for the ADULT provision in the Vocational Preparation Department and to ensure smooth progression of students onto other courses in the college.

Assistance may be given towards household removal expenses.

Further details and application forms obtainable from the Senior Administrative Officer/PS at the College. Tel: 01-928 9561.

WOOLWICH COLLEGE
Villas Road, Plumstead, SE18 7PN.
Tel: 01-855 1216.

Department of Arts & Liberal Studies

Lecturer II

To act as Course Tutor for a General Foundation Course, which is designed for bi-lingual students who require a general course with a strong emphasis on language learning supported by social skills and vocational tasters. Applicants should possess the RSA Diploma in TESL or the equivalent.

Lecturer I in Sociology

Teaching will be mainly in the area of GCE 'A' Level, but the successful applicant should be able to contribute to other aspects of the Department's work, including GCSE, B Ed Access and General Studies.

Appointments to commence as soon as possible.

Application forms and further particulars obtainable from the Senior Administrative Officer.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

HEREFORD AND WORCESTER

COUNTY COUNCIL

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS STUDIES

LECTURER II IN ACCOUNTANCY

To teach Accountancy, Finance and Book-keeping to a wide range of business studies, final professional, small business and management courses.

A qualified Accountant with sound recent business experience and an interest in computer applications is required as soon as possible.

Previous teaching experince would be an advantage but the ability and motivation to lead and develop the teaching of accojntancy skills within a changing education and training environment is essential.

Salary: Lecturer II £8,595 - £13,656. (Position on scale dependent on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, self-addressed envelope, foolscap size. (Please quote reference BS/TES).

(48151) 220026

LANCASHIRE

COUNTY COUNCIL

An Equal Opportunities Employer

LANCASTER AND MORECAMBE COLLEGE
Morecambe Road, Lancaster

Required as soon as possible.

LECTURER GRADE I - GENERAL STUDIES/SPECIAL NEEDS.

Salary: Lect. I £6,843 - £12,063 per annum.

Forms/further details from/to The Principal at the College (SAE please).

Closing date: 5th March, 1987.

(48840) 220026

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

HINCKLEY COLLEGE OF FURTHER EDUCATION
London Road, Hinckley, Leics. LE10 1HQ

LECTURER I IN GENERAL AND COMMUNICATION STUDIES

Required from 1st September, 1987 to work with full and part-time students on City and Guilds and BTEC Courses. Industrial experience an advantage. Applicants should be appropriately qualified.

For an application form and further details please send a stamped addressed envelope to the Principal.

Asians and Afro-Caribbeans and under-represented in this area of the Council's work and therefore positively encouraged to apply.

Closing date: within 14 days of appearance of advertisement.

(44017) 220026

LINCOLNSHIRE

GRANTHAM COLLEGE OF FURTHER EDUCATION
Stonebridge Road, Grantham, Lincs.
Tel: 0476 63141
DEPARTMENT OF GENERAL EDUCATION
LECTURER I IN PHYSICS

Required as soon as possible to teach to 'O' and 'A' level courses. Applicants should preferably be teacher trained graduates. (48776) 220026

NOTTINGHAMSHIRE

COUNTY COUNCIL
ARNOLD & CARLTON COLLEGE OF FURTHER EDUCATION
LECTURER I IN TEXTILES
Salary £6,843 - £11,865 p.a.

Required as soon as possible in the Department of Work Preparation to teach to YTS trainees. Applicants should possess appropriate qualifications, suitable, industrial trade experience and experience with the 16-19 age group would be desirable.

Entry point on the scale according to qualifications and experience.

Application forms and further details are available from and returnable to the Principal at the College, Digby Avenue, Mapperley, Nottingham NG3 6DR. Tel: Nottingham (0602) 876503.

Closing date 6 March.

An Equal Opportunity Employer. (48853) 220026

NORTH DEVON COLLEGE

Principal: D Trueman, B.Sc., F.B.I.M.

Applications are invited for the following posts to date from 1st September 1987.

LECTURER II IN BUILDING

(Department of Construction)

To teach Technology, Surveying and related subjects on BTEC National Certificate courses in Building Studies. The person appointed will be responsible for the co-ordination of BTEC First Certificate/Diploma courses in Construction and the National Certificate in Building Studies. Applicants should be professionally qualified and have appropriate industrial and teaching experience. Ability to offer some craft work may be an advantage.

LECTURER I IN FINANCE

(Department of Business Studies)

To teach Finance/Accounting on a range of Business Studies courses leading mainly to BTEC and RSA awards. The successful candidate should possess a degree and/or, relevant professional qualifications.

LECTURER I IN COMMUNITY EDUCATION

(Department of Social & Community Studies)

To teach 'A' and 'O' level sociology and to contribute to one or more of the following courses:– Family & Community Care, C.P.V.E., I.C.S.C., N.N.E.B. and ACCESS. Applicants should be professionally qualified and have teaching and/or, Social Work experience. A Social Work or SRN/RGN qualification would be an advantage.

Salaries in accordance with the current Burnham FE regulations. Further details and applications forms can be obtained (S.A.E. please), from the
Vice-Principal's Secretary,
North Devon College,
Old Sticklepath Hill,
Barnstaple,
North Devon, EX31 2BQ.

The closing date for applications is 9th March.

(13041)

DEVON

AN EQUAL OPPORTUNITIES EMPLOYER

UNIVERSITY OF EDINBURGH

TENURED LECTURER IN PRODUCTION/OPERATIONS MANAGEMENT

The Department of Business Studies is currently seeking to fill a full-time lectureship in Production/Operations Management. The Department is one of the oldest Departments of Business Studies in the *United Kingdom* (1918) and is one of the fastest growing at this prestigious university. Prospective applicants should meet the following requirements:

1. A first degree and/or postgraduate qualification in Engineering or Science appropriate to production and technology.
2. The ability to teach a variety of courses in the management of operations, techology and innovation as it applies to manufacturing and service industries.
3. Evidence of research capability/potential.
4. Industrial Experience would be an added advantage.

The job offers the opportunity to join a young research oriented team within a friendly working atmosphere. There is also scope for teaching on post-experience courses and consultancy. Applications including the names of at least two referees to:

Professor Simon Coke, Head of Department, Department of Business Studies, University of Edinburgh, William Robertson Building, 50 George Street, EDINBURGH EH8 9JY.

Telephone: 031-667 1011 Ext 6577 for a discussion of the post.

Closing date for applications: 1st April, 1987. PLEASE QUOTE REFERENCE NO. 5443.

(13118)

SCHOOL OF TEACHING & COMMUNITY STUDIES

SCHOOLTEACHER FELLOWSHIPS IN RELIGIOUS EDUCATION

Applications are invited from serving teachers for four one-term fellowships tenable in the Spring term, 1988. The purpose of these fellowships is to enable teachers to work with colleagues who are interested in developing the response of Religious Education to the variety of religions in the community. The focus will be to work on the development of a short curriculum project applicable to the Fellow's own teaching situation.

Further details and application forms from:

Don Hassall
Bradford & Ilkley Community College,
Great Horton Road,
Bradford BD7 1AY.
Tel: (0274) 753464 or (0274) 753470

BRADFORD & ILKLEY COMMUNITY COLLEGE

WELBECK COLLEGE

Engineering Lectureships

SCHOOL OF ELECTRONIC ENGINEERING READING BERKSHIRE

The Ministry of Defence is seeking to appoint well-qualified men or women to two Burnham Grade I Lectureships in the School of Electronic Engineering, Arborfield, Reading, Berkshire. These posts are available immediately.

POST A

Lecturer I (Control and Computing Techniques)
Reference: AW 1707

The successful candidate will teach control techniques, analogue computing techniques and digital computing techniques to basic technician and upgrading courses and occasionally to artificer courses. In addition, he/she will participate in the development of new teaching facilities in the Control Equipment Techniques Section of the School.

POST B

Lecturer I (Telecommunications Techniques)
Reference: AW 1708

The successful candidate will teach amplitude and frequency modulation systems, single sideband and line theory, and radio relay and pulse communication systems to technician courses and occasionally to artificer courses. Again he/she will participate in the development of new teaching facilities in the Telecommunications Techniques Section of the School.

To apply for either of these positions you should normally be a Chartered Engineer or hold an honours degree or equivalent qualification in a relevant discipline. You may, exceptionally, offer a lesser qualification where this is supported by very considerable relevant teaching experience. You should normally possess a recognised teaching certificate.

Salary on appointment will be on a scale £8,006 – £13,882, including a pensionable allowance of 17% of basic salary as compensation for a longer working year.

Further information may be obtained together with application forms by writing only to: Ministry of Defence, CM(S)1d3, Room 865A, St Christopher House, Southwark Street, London SE1 0TD, to where completed forms must be returned no later than 20 March, 1987.

(12991)

MINISTRY OF DEFENCE

COLLEGES OF FURTHER EDUCATION

continued

OXFORDSHIRE

Please see under 'Tertiary' for the following posts:

Director of Drama: Senior Lecturer

Leader of Electronics and Systems Technology Teaching Team: Senior Lecturer

Information Technology: Lecturer II

Tutor-Librarian: Lecturer I.

(44230) 220026

SEFTON

METROPOLITAN BOROUGH OF SEFTON
Sefton is an Equal Opportunity Employer
Applications from disabled people welcome
Canvassing will disqualify
HUGH BAIRD COLLEGE OF TECHNOLOGY
Balliol Road, Bootle, Merseyside L20 7EW
LECTURER - GRADE II - IN BUSINESS STUDIES to be COURSE TUTOR FOR BTEC FIRST CERTIFICATE/DIPLOMA CLASSES IN THE DEPARTMENT

Applicants should have worked previously at BTEC First Level and will be expected to teach in a modern Training Office and preferably have had industrial experience. The ability to offer one or more subjects from TRAVEL AND TOURISM, MARKETING, MICROCOMPUTERS OR ACCOUNTS would be an advantage.

Application forms and further particulars (s.a.e. please) can be obtained from the Principal of the College, to whom they should be returned by THURSDAY, 5TH MARCH, 1987. (44202) 220026

SHROPSHIRE

SHREWSBURY COLLEGE OF ARTS & TECHNOLOGY
London Road, Shrewsbury

Required from 27th April 1987 if possible or otherwise 1st May 1987, A Senior Lecturer in Hotel and Catering Studies. Applicants must have appropriate professional qualifications, and good teaching experience in the hotel and catering industry.

Application forms and further details from the Principal at the College. Tel: Shrewsbury (0743) 51544 to whom they should be returned by Monday 23rd February, 1987. (48214) 220026

SHROPSHIRE

SHREWSBURY COLLEGE OF ARTS & TECHNOLOGY
London Road, Shrewsbury

Required from 27th April 1987 if possible or otherwise 1 May 1987, an *Associate Lecturer (0.5) in Music* to take music for young children with the NNEB and other courses which include child care.

Application forms and further details from the Principal at the College. Tel: Shrewsbury (0743) 51544 to whom they should be returned by Monday 23rd February 1987. (48213) 220026

WEST SUSSEX

CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required as soon as possible LECTURER GRADE II in AEROSPACE STUDIES - AVIONICS.

Salary Scale £8,595 - £13,656 + £282 L.W.

Application form and further details available from the The Principal on receipt of s.a.e.

Completed forms to be received within two weeks from the date of this advertisement. (48769) 220026

WEST SUSSEX

CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required as soon as possible, Lecturer GRADE I in ELECTRICAL/ELECTRONIC ENGINEERING. Salary Scale £6,843-£11,865 + £282 L.W.

Application form and further details available from the Principal on receipt of s.a.e. (48640) 220026

Polytechnics

Other Appointments

ESSEX

NORTH EAST LONDON POLYTECHNIC

DEPARTMENT OF MANAGEMENT & EDUCATION IN THE PUBLIC SECTOR

LECTURER II/SENIOR LECTURER IN EDUCATION MANAGEMENT

Applications are invited for the above post in the Education Management Service, to contribute to D.M.S. and M.Sc. courses in Education Management and to the Service's growing range of short courses, consultancy and research activities.

Applicants should have a post graduate management qualification and managerial experience at a senior level in the education service.

This is a fixed term contract for one year.

The Polytechnic is seeking to make a full-time appointment, but would be pleased to consider applications from practitioners with good academic backgrounds who are seeking a substantial part-time commitment.

Salary Scale: £9,705 - £16,983 pa inclusive of London Allowance.

For further details and application form please contact the Polytechnic Personnel Office, Asta House, 156-164 High Road, Chadwell Heath, Romford, Essex RM6 6LX, Tel: 01-590 7722, Ext. 3119. Please quote reference number 35/A/86. Closing date 10 days from publication. (48989) 260026

OXFORD POLYTECHNIC

FACULTY OF EDUCATIONAL STUDIES

CO-ORDINATOR PRIMARY P.G.C.E. COURSE

LECTURER II £8,595 - £13,656

SENIOR LECTURER £12,618 - £15,873

Applications are invited from those with interest in and the capacity to develop the existing P.G.C.E. programme and to lead it in a period of anticipated growth. The person appointed will have a wide experience of primary/middle school age range education and able to contribute to this school and learner focussed course (including an IT-Inset element). Understanding of recent research and developments in primary and middle school curriculum and teaching approaches is essential, and experience in higher education will be an advantage. There will be opportunities to contribute to other areas of work in the Faculty, in particular the supervision of research students.

Further particulars and an application form can be obtained from the Staffing Office, Oxford Polytechnic, Gipsy Lane, Headington, Oxford OX3 0BP. Tel: Oxford 819052/55.

Closing date for applications 9th March 1987. (48959) 260026

Administrative Officers

The continuing growth and diversification of services provided by Britain's foremost Authority in Educational Testing and Administration, is creating career opportunities for Administrators in areas from Information Technology to International Tourism.

If you are of degree level, with experience in teaching or training, this could be your next challenging development.

Salary will start between £9,000-£14,000 according to age and experience.

Please send full C.V. by 12 March 87, quoting ref TES to Personnel Officer, City & Guilds of London Institute, 76 Portland Place, London W1N 4AA.

City and Guilds

University Appointments

NOTTINGHAM

UNIVERSITY OF NOTTINGHAM

SCHOOL OF EDUCATION

TEMPORARY LECTURERS IN EDUCATION

Applications are invited for two one-year, temporary lectureships from men and women with good (primary and secondary) classroom experience, and preferably possessing a relevant higher degree. Some background in the psychology of education, together with competence in special educational needs and/or human relations is sought for the first post. For the second, some background in the sociology of education together with competence in educational management and/or curriculum studies. Each post will run for one calendar year from 1st September 1987, and would be very suitable for candidates able to secure secondment from their present employment.

Further particulars are available from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD to whom applications should be submitted by 9th March 1987. Ref No. 1090. (48796) 280000

NOTTINGHAM

UNIVERSITY OF NOTTINGHAM

SCHOOL OF EDUCATION

LECTURER IN EDUCATION

Applications are invited for a Lectureship (English) in the Initial Training Division of the School of Education. Candidates should have recent and successful experience of teaching English in Comprehensive schools. An appropriate higher degree would be an advantage. The principal commitment will be to the teaching and supervision of PGCE English method students as a member of a strong team.

Forms of application and further particulars available from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Closing date 16th March. Ref No. 1100. (48795) 280000

NOTTINGHAMSHIRE

UNIVERSITY OF NOTTINGHAM

DEPARTMENT OF ENGLISH STUDIES

LECTURER IN ENGLISH AS A FOREIGN LANGUAGE

The University seeks to appoint a Lecturer in English as a Foreign Language. The main tasks will be to organise and provide English Language tuition and assistance to overseas students during the academic session and to direct an intensive pre-sessional course in September. The successful candidate will be expected to have had appropriate teaching experience and have academic qualifications in TEFL or Applied Linguistics.

Further particulars and application forms, returnable not later than 16th March, from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Ref. No. 1092. (48663) 280000

Fellowships, Studentships and Research Awards

CAMBRIDGE

DOWNING COLLEGE
Cambridge
SCHOOLTEACHER FELLOW COMMONERSHIPS

Downing College, Cambridge invites applications from those who teach in secondary schools for Schoolteacher Fellow Commonerships tenable during the summer of 1987.

The Fellow Commonerships are tenable for up to five weeks between Saturday 4 July and Saturday 8 August 1987. The principal purposes of the Fellow Commonerships are to enable schoolteachers to spend time in Cambridge to pursue their own studies and to enable them to discuss with officers of the College recent changes in admissions procedures at Cambridge. The Fellow Commonerships will carry with them free accommodation in the College, free commons and payment of reasonable travel expenses.

Further details are available from the Senior Tutor, to whom inquiries should be addressed. It is expected that elections will be made early in the Easter Term 1987. (48939) 300000

PAISLEY COLLEGE

A Scottish Central Institution

PRINCIPAL

circa £30,000

Following the death of Principal T.M. Howie in November 1986, applications are now invited for the post of Principal of the College.

Candidates should be academically qualified and have substantial managerial and administrative experience at a senior level.

The College is a major public sector institution of higher education funded by the Scottish Education Department with some courses in Engineering, Science, Technology, Management and Applied Social Sciences. The College also offers a range of post graduate courses, has an active research programme and maintains close links with industry, commerce and the wider community.

Further particulars of the post are available from Mr. J. M. Oswald, College Secretary, Paisley College of Technology, High Street, Paisley, PA1 2BE (Tel. No. 041-887 1241 ext. 225), to whom informal enquiries may be made.

Written applications should be returned to the College Secretary by 20th March, 1987.

(13028)

Youth and Community Service

OXFORDSHIRE
COUNTY COUNCIL
TWO TEMPORARY 0.5 PROJECT WORKERS
Educational Work with Unemployed Adults
Burnham FE Lecturer 2
(£8,595-£13,656 pro rata)

Two temporary part-time workers are required from 13th April, 1987 to 30th April, 1988 to work on the third year of an established developmental project. One worker is required for Oxford City and one for Berinsfield.

Job description and application forms available from Mid-Oxon. Community Education Office, The Lodge, Hollybush Row, Oxford OX1 1JH (large S.A.E. essential) to be returned within two weeks of the appearance of this advertisement.

An Equal Opportunity Employer. (48970) 440000

LONDON SW17

TOOTING YOUTH PROJECT

Require an experienced Detached Youth Worker to work with Black British and Afro-Carribean young people in order to assist them to identify their educational, cultural and social needs. She/he will be required to supervise the Project's Supplementary Programmes. (Salary Scale 3L).

TOOTING YOUTH PROJECT is a voluntary organisation in the London Borough of Wandsworth, supported by Wandsworth Borough Council and ILEA and is Equal Opportunities Employer.

Further information and application form contact: Cecile Simpson - Tel: 01-672/9562/9643.

CLOSING DATE for completed application forms: Friday 27th February 1987. (48106) 440000

HAMPSHIRE
PORTSMOUTH INSTITUTE
Adult Education, Youth and Community Service
COMMUNITY CENTRE WARDEN
Portsmouth Community Centre
JNC 4C (3-7), £11,046-£12,327

Applications are invited from qualified and experienced staff to develop all aspects of work at this large centre, which has a wide range of user groups and a flourishing Community Association.

The Warden heads a supportive staff team of full time Deputy, full time Caretaker, part time Centre Administrator and ancillary staff.

Personal and in-service training are available.

For an informal discussion, phone Tim Celey, Youth and Community Co-ordinator, (0705) 815411, Ext. 63.

FURTHER details and applications:- Portsmouth Institute, Area Education Office, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (Large S.A.E., please).

Closing date: 10th March, 1987.

Hampshire County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(48932) 440000

SHROPSHIRE
COUNTY COUNCIL

YOUTH SERVICE

DISTRICT YOUTH OFFICER

Applications invited from experienced youth officers/officers to provide imaginative leadership to a team of youth workers concerned with the day to day issues and long-term needs of young people in the North Wrekin District (including North Telford). Applicants will need a proven ability in Management Supervision and be capable of maximising the skills and potential of their team.

Person appointed will be a member of the Youth Service Senior Team.

INSTEP approved Staff Development Policy.

Salary. Soulbury Main Range Points 5-9 (£13,449 - £14,883).

Further details, job description and application form from County Education Officer (STA/115), The Shirehall, Shrewsbury, Shropshire SY2 6ND. Tel: 0743 254406.

Closing Date - 6th March 1987.

An Equal Opportunity Employer. (48918) 440000

COLLEGES OF HIGHER EDUCATION continued

LA SAINTE UNION
COLLEGE OF HIGHER EDUCATION
The Avenue, Southampton S09 5HB
Tel: (0703) 228761

LECTURER II in PROFESSIONAL STUDIES

Temporary (1-year) Appointment

required for September 1987. Applications are invited from experienced nursery/first school teachers able to work with the team of lecturers preparing students to teach across the range of the first school curriculum. Preference will be given to candidates with an interest in religious education in the primary school. Current LII salary £8,595-£13,656.

Applications to the Principal from whom further information can be obtained. Closing date 6 March 1987.

(11521)

ATHROFA GOGLEDD DDWRAIN CYMRU

newi

THE NORTH EAST WALES INSTITUTE OF HIGHER EDUCATION

CONNAH'S QUAY, DEESIDE, CLWYD

LECTURER II IN MANAGEMENT STUDIES

£8,595–£13,656

Due to the increasing demand from the Public and Private Sectors for Management Development Courses we need additional lecturing staff. The work includes the development and delivery of:–

- *professional courses leading to nationally recognised qualifications*
- *customised training packages*

We are seeking graduates with suitable professional qualifications and managerial experience. Ideally this will have involved the active development of staff using practical methods. Candidates will probably be in their early thirties. It is essential that they are capable of innovating and developing ideas in an environment which allows individual initiative. The post is based at NEWI Deeside but some travel will be necessary.

Further details and application form available from the Chief Administrative Officer, the North East Wales Institute, Connah's Quay, Deeside, Clwyd. Tel: Deeside 817531 Extn. 254. Closing date for applications 6th March 1987. (13124)

LA SAINTE UNION
COLLEGE OF HIGHER EDUCATION
The Avenue, Southampton SO9 5HB
Tel: (0703) 228761

LECTURER II in FRENCH

required for September 1987. Applications are invited from well qualified graduates, preferably with qualified teacher status, for the post of Lecturer II in French. The successful applicant will teach French language, literature and civilisation courses within the BEd and BA programmes. Current LII salary £8,595-£13,656.

Applications to the Principal from whom further information can be obtained. Closing date 6 March 1987.

(11622)

COMMUNITY CENTRE WARDEN

£7,416 – £9,309 (Scale 2 JNG)

– an imaginative, resourceful person is required to develop and encourage new activities and cultural opportunities for the residents of Quarry Bank within the developing framework of the community association. Qualifications according to JNC conditions.

For further details and application form write to the Principal Community Development Officer, 7a Parsons Street, Dudley, West Midlands, DY1 1JJ. Return by 6th March.

(13177)

DUDLEY Metropolitan Borough *Equal Opportunity Employer*

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER

SOMERSET COUNTY COUNCIL
Community Education Service
Wellington Youth Wing, Courtfields School
Wellington, Somerset

YOUTH WORKER

Salary Scale – JNC Scale 3 (5–8)
£10,122 to £11,046 per annum

This exciting and demanding post combines management responsibilities, staff supervision and development and youth work practice, and requires a professionally qualified and experienced person.

The successul applicant will be based in the Youth Wing and will lead a team of part-time and volunteer youth workers, in the development of a programme of social, eductional and recreational activities for young people in the area, including those with special needs.

The successful applicant will be responsible to the Head of Community Education, Wellington. There is a strong Youth Work Team in the area and the successful applicant would be expected to contribute to the work of this team.

For an informal discussion contact either Richard Chatfield, Head of Community Education on Wellington 3000 or Dillon Hughes, Senior Community Education Worker on Taunton 52089.

Application forms and further details from the Chief Education Officer, Staffing NT Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. (s.a.e. please)

Closing date 6th March 1987.

(13169)

CPAS

HEAD OF CYFA NEEDED

CYPECS (The Youth Department of CPAS)

are looking for a new National Secretary for the Church Youth Fellowships Association to replace Mark Ashton when he leaves at the end of August. The new person will:-

✱ Oversee the development of CYFA as a resource and training agency for the older youth work (14-20) of local Anglican Churches.
✱ Play a part in coordinating CYPECS work in the South East of England.

Closing date for applications 20 March 1987

For Job Description and Application Form please write to The Rev Peter Phenna, CPAS, Falcon Court, 32 Fleet Street, London EC4Y 1DB

EDUCATION DEPARTMENT

Youth Worker

JNC3 (3-7)
£10,305 – £11,409

We are looking for an experienced and qualified Youth Worker to join our team of professional staff in a developing youth service in this Outer London Borough.

The job involves particular responsibility for the day-to-day management of the recently extended Council maintained Century Youth Centre. Applicants should be capable of working in consultation with the Centre members, the staff and the Centre management committee, paying particular *attention to the needs of young* women. The job also includes a contribution to the work of the Borough team of youth workers. This will involve responsibility for events, training or support of voluntary groups, depending on the experience and skills of the postholder.

This post carries a casual car user's allowance, which includes a loan scheme for car purchase, and consideration will be given to assistance with removal and related legal expenses.

Application forms and further details obtainable from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-661 5749.

Closing date 13 March 1987.

(13181)

LONDON BOROUGH OF
SUTTON

HARROW CLUB W10

Work with young women and girls

This voluntary-aided Youth Club on the borders of North Kensington and Hammersmith, is seeking a youth worker to develop a programme targeted at girls and young women. Part of this programme will entail building up a team of part-time workers and it would be useful to have experience in face-to-face and group work, as well as an *interest in art/drama* and other cultural activities.

This post will be a co-worker position and would involve the person appointed in a share of normal duties and responsibilities associated with a large club. We, the Management, consider this a most important appointment and will support the initiative with energy and resources.

Salary and conditions in accordance with the JNC Report, qualified Scale 3L. Some help with housing is possible.

Please sent to Annie Harris, Harrow Club, 189 Freston Road, London W10 6TH for information and forms.

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER

SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE
COMMUNITY EDUCATION SERVICE

PART TIME (5 SESSIONS)

COMMUNITY EDUCATION WORKER,

HAMP ANNEXE, BRIDGWATER.
Salary Scale – JNC 3 (1-5) £9,054 to £10,122 (suitably abated)

The successful candidate will be expected to organise a programme of activities in the Hamp Annexe related to family and community education.

Candidates must be qualified in accordance with the JNC for Youth Workers and Community Centre Wardens.

Application forms and further details from the Chief Education Officer, Staffing NT Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY. (sae please)

Closing date 6th March 1987

YOUTH & COMMUNITY continued

ESSEX
COUNTY COUNCIL

YOUTH & COMMUNITY SERVICE

Applications are invited from suitably qualified persons for the following posts:

DEPUTY WARDEN

CLACTON YOUTH & ADULT CENTRE

This post, based in the coastal town of Clacton, is situated in one of the largest centres in Essex. It is an extremely busy Centre offering a wide range of youth and adult activities.

For an informal discussion please telephone Mr R. Twort on Clacton 424679.

Salary/Grade: JNC for Youth Workers Scale 2 : £7,416 - £9,309.

WARDEN

HEDINGHAM YOUTH & ADULT CENTRE

The Hedinghams are two small villages in North Essex. The Centre is based within the local comprehensive school with which the Warden will be expected to work closely. It offers a wide range of facilities including a well equipped sports hall and gymnasium.

For an informal discussion please telephone Mr J. Dixon on Braintree 43773.

Salary/Grade: JNC for Youth Workers Scale 3B : £9,579 - £10,683.

WARDEN

CORRINGHAM YOUTH & ADULT CENTRE

This Centre is based close to the new town of Basildon and will become vacant in September. It is situated in the local comprehensive school and has full use of all its facilities. An enthusiastic person is *required to promote* and develop the opportunities available.

For an informal discussion please telephone Mr M. Rittman on Grays Thurrock 376007.

Salary/Grade: Burnham FE Lecturer II : £10,968 - £12,945 plus £282 Outer London Fringe Allowance per annum.

Application forms and job descriptions are available for the above posts from: County Education Office, Community Education Department, Threadneedle House, Market Road, Chelmsford CM1 1LD (Tel: Chelmsford 267222, Ext. 2662).

Closing date for applications: 6 March 1987. (48888) 440000

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH SERVICE
READVERTISEMENT
APPOINTMENT OF WARDEN
WAREHAM YOUTH CENTRE
JNC RANGE 4 POINTS 1-5
£9,858 - £11,076

Applications are invited from experienced and qualified persons for the post of Warden at the purpose built Wareham Youth Centre.

The person appointed will enjoy the local support of part-time leaders helpers and instructors and will work closely with the Poole and Purbeck team of 14 full-time youth workers and officers.

In-service training and personal support is provided and assistance with removal/resettlement expenses will be available in approved cases.

For informal *discussion* please telephone Ken Perkins or John Hill on Parkstone 743600, Ext. 1657.

Further details and application forms from the Education Staffing Officer, County Hall, Dorchester, (SAE please).

Closing date 6th March 1987. (44024) 440000

WARWICKSHIRE

YOUTH WORKER

Salary JNC III £9,054 - £10,122

Applications are invited from suitably qualified and experienced persons for the above post based at Stratford Youth Headquarters, Stratford-upon-Avon. The successful applicant will be expected to manage a purpose built Youth *Centre* with numerous existing youth and community groups. He/she will also be responsible for developing Youth Service provision in various parts of the town.

Closing date 6th March.

Application form and further details are available from Area Youth Officer, Community Offices, Alcester Road, Stratford-upon-Avon CV37 6PW. Tel: Stratford 69264.

Warwickshire is an equal opportunities employer. [illegible] 440000

WEST SUSSEX
WORTHING HIGH SCHOOL
YOUTH TUTOR
Salary: Burnham Scale 3

Required for April or September, YOUTH TUTOR to be responsible for the Youth Wing which has recently become part of the school.

We are looking for a person able to develop a *range of* courses and activities both within the curriculum and outside. Excellent opportunity for an imaginative, innovative person of experience.

Further details and application forms from the Headmaster, Worthing High School, South Farm Road, Worthing, West Sussex BN14 7AR (s.a.e. please). (48941) 440000

Overseas Appointments

APPLICATIONS for one year teacher exchange posts Primary, Secondary, Further Education and Higher Education now being considered for Canada September 1987 and Australia January 1988. Return air fare, personal allowance and normal UK salary paid. Send S.A.E. to L.E.C.T., Seymour Mews *House, 26-37 Seymour* Mews, London W1H 9PE for further details.
(96669) 460000

EGYPT

ALEXANDRIA

The Alexandria Schools Trust requires young graduates as teachers of English at El Nasr Girls' College and Victory College, Alexandria. These posts are on a volunteer basis, are suitable for those seeking TEFL experience and carry a local salary of £E360 per month plus a small sterling supplement, an installation grant and a terminal bonus after a 2 year contract.

For further details and an application form please write to: The Director, World-Wide Education Service, Strode House, 44-50 Osnaburgh Street, London NW1 3NN.

Tel: 01-387 9228.

Applications close on 13th March 1987.
(48370) 460000

ST. ANDREW'S SCHOOL NASSAU, BAHAMAS

St. Andrew's is an independent, all-age, co-educational school catering to a Bahamian and International Student Body. The school is housed in attractive modern buildings on a 35 acre site.

TEACHERS REQUIRED FOR SEPTEMBER, 1987

The Upper School (Forms 1-V-and Grade 12) (325 on roll. Average class size: 25)

HEAD OF SUBJECT

Candidates for posts 1-5 must have a minimum of five years relevant qualified experience with two years as head of subject, *a recognised degree and professional training.*

Post 1.	Head of Chemistry (ability to teach some Biology and General Science essential)
Post 2.	Head of English
Post 3.	Head of French (with some Spanish)
Post 4.	Head of Spanish (with some French)
Post 5.	Head of Shorthand and Typing (with Book-Keeping & Commerce)
Post 6.	Teacher of Mathematics and Graphical Communications
Post 7.	Teacher of Mathematics and Computer Studies
Post 8.	Teacher of English (with responsibility for the library)
Post 9.	Teacher of English and Religious Education
Post 10.	Teacher of Boys Physical Education with Mathematics/Graphical Communications.
Post 11.	Teacher of grade two primary with responsibility for music throughout the Infant school

SALARY SCALES (reviewed annually)

Three years teacher training B%12,100 – %16,300 general degree with teacher training B%15,100 – %17,200 Honours Degree with teacher training B%15,400 – %17,500

Annual increments X B%600 to B%13,300
X B%300 thereafter

One increment given for every year of experience to a maximum of ten years.

A gratuity is paid annually, the first two-year contract at 5 per cent of basic salary, the second contract at 10 per cent of basic salary and each subsequent contract at 15 per cent of basic salary.

Settlement and resettlement allowances of B%500 (single person) and B%750 (married couple) are paid on first arrival and final departure. Airfare to and from the place of appointment is paid.

There is no income tax in the Bahamas. One pound sterling is approximately %1.50 Bahamian.

The school is recognised for contributory service by the Department of Education and Science.

Applicants should have at least three years experience and should submit a letter of application, one testimonial, one recent passport sized photograph and a detailed curriculum vitae giving the names and addresses of *two referees, one* who will give an academic reference and the other a character and personal reference. Applicants should indicate clearly which post they are applying for.

Applicants should be sent directly by airmail to: The Headmaster, St. Andrew's School, P.O. Box N-7546, Nassau, Bahamas

Shortlists will be completed by 9th March and all applications must be received before this date. Interviews will be held in London from March 23rd to March 27th, 1987. (12816)

BARCELONA
OAK HOUSE SCHOOL
Bi-lingual, co-educational, ages 3-17

Invites applications for the following posts for September 1987. Candidates should be fully qualified teachers with at least two years experience:

1. Nursery teacher.
2. *Junior teacher (preferably remedial experience).*
3. Physics and Chemistry teacher.
4. E.F.L. teacher with experience of working with children.

Letter of application, c.v. and names and addresses of referees to the Headmistress, Oak House School, San Pedro Claver, 12-18, 08017 Barcelona. (49459) 460000

DYBAI
THE AL ITTIHAD PRIVATE SCHOOL

PACES Recruitment Consultants have been asked to recruit teachers for September, 1987 for this bi-lingual school, which has children from the ages of 3½ to 18 in classes from KG through to Secondary.

Vacancies exist at all levels and most subjects including:
ENGLISH
MATHEMATICS
SCIENCE
CHEMISTRY
PHYSICS
ART
P.E.
INFANT
JUNIOR.

Application forms and further details may be obtained by forwarding a large stamped addressed envelope to Department O, PACES, 6b Eccleston Gardens, St. Helens WA10 3BN. Closing Date: 9th March, 1987. (48983) 460000

ARGENTINA

BIOLOGIST to GCE 'A' Level wanted for St. Hilda's College, a highly successful co-educational day school. Experienced person able to start Easter or sooner.

Apply with CV and 2 referees to Peter Gummer, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161.
(44204) 460000

KING ABDULAZIZ UNIVERSITY JEDDAH — SAUDI ARABIA

ENGLISH LANGUAGE CENTER

The ELC provides courses in scientific and technical English for approximately 1,100 male and 500 female students drawn from six colleges at King Abdulaziz University.

Courses range from intensive programs of 20 hours per week for foundation students to specialised reading skills courses of five hours per week. The Center has an academic staff of 60 well-qualified teachers recruited mainly from the U.K. and U.S.A. and is supported by fully equipped in-house media services -- a graphics studio, a reprographics and printing shop, TV studio, photographic studio and two language laboratories. A 20-position Apple computer laboratory offers a variety of programs in computer-assisted language learning.

The ELC is currently recruiting well-qualified teachers with relevant experience for September 1987 with interviews to be held in June. Teaching *couples are especially encouraged to apply.*

QUALIFICATIONS:	M.A. in TEFL/TESL, Applied Linguistics or English.
EXPERIENCE:	Minimum two years' experience teaching TEFL/TESL.
STARTING SALARY:	Attractive salaries depending on qualifications and experience.

BENEFITS:
1. Generous housing and furniture allowances;
2. End of contract gratuity;
3. Sixty days paid summer leave each year;
4. Baggage allowance;
5. Educational allowance for school-age children;
6. Transportation allowance;
7. Annual round-trip air fares.

CONTRACT: One-year, renewable.

APPLICATIONS: Write, including full resume, current telephone contact, a recent photograph, photocopies of qualifications and letters of experience to:

SUPERVISOR GENERAL
ENGLISH LANGUAGE CENTER
KING ABDULAZIZ UNIVERSITY
P.O. BOX 1540,
JEDDAH-21441
SAUDI ARABIA.

If your skill is here, you're probably wanted there.

English Teachers ☐
Science Teachers ☐
Maths Teachers ☐
Home Economics Teachers ☐
Communications Skills Tutors ☐
Teachers of the Blind ☐
Teachers of the Deaf ☐

ESL/EFL Teachers ☐
Teachers of the Mentally Handicapped ☐
Secretarial Skills Teachers ☐
Commerce Teachers ☐
Modern Language Teachers to teach English ☐
Primary Teachers for Teacher Training ☐

Skills taken for granted in this country are vital to members of poorer Third World communities.

In a world which by and large does nothing about poverty and injustice (let alone hunger), VSO volunteers work directly with those seeking to become more self-reliant.

No one can change the world. But as a VSO volunteer, you could make a world of difference.

Each year VSO receives more requests than it can meet for teachers to work in schools and colleges overseas. Though a professional teaching qualification at the primary or secondary level is usually required, graduates (particularly in English, Modern Languages, Maths and the Physical Sciences), can be considered.

You should be without dependants and willing to work for the local rate of pay. Postings are for two years – although many choose to stay longer – and most U.K. employers should be prepared to grant leave of absence.

For more information please complete and return.

VSO
Join the human race.
Charity no. 313757

I'm interested. I have the following training/experience
____
Name________________________________
Address________________________________
____
(24p S.A.E. appreciated) TES 20-2

Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

SANDFORD ENGLISH COMMUNITY SCHOOL

ADDIS ABABA, ETHIOPA

This Independant, Multi-national School requires teaching staff for the 1987/88 session as detailed below.

The School has a student complement of approximately 700 students between the ages of 4 and 18 years in Infant, Junior and Senior Divisions. English base education is provided and the school is a centre for London University GCE and local examinations. It is expected the school will enter GCSE in 1989.

Applications are invited from well qualified teachers in the following fields, to commence duties from 1st September 1987.

INFANTS DIVISION
CLASS TEACHER

JUNIOR DIVISION
CLASS TEACHERS

SENIOR DIVISION: SUBJECT TEACHERS FOR
Art, Biology, French, Games (Two Posts-Boys/Girls), Georgraphy, History, Maths, Music.

EVENING CLASS DIVISION
ENGLISH (TEFL)

Initial contracts are for 2 years and are renewable.

Salaries are in the scale 21,420 - 33,696 Ethiopian Birr gross per annum. The present January 1987 exchange rate is 3.14 Birr equals one (1) pound sterling.

Air transportation with baggage allowance is provided at beginning and end of contract and a return passage is provided to Kenya at mid contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the School. Conditions are favourable for married couples who both teach.

Letters of application, with detailed curriculum vitae including a contact telephone number and the names and addresses of three referees should be sent by AIR MAIL to the Headmaster, P.O. Box 30056 M.A. ADDIS ABABA, ETHIOPIA to arrive not later than 31st March 1987. Interviews will be held in the U.K. in April 1987. (12908)

St George's English School
ROME

HMC co-educational, international day school (750 pupils ages 4–18, 65 nationalities), British staff, strong academic record.

Applications are invited for the post of

HEAD

from 1 September 1987, following the appointment of Mr Harry Deelman to the Headmastership of Dubai College, UAE.

Closing date for applications 9 March 1987. Interviews during March. Salary in Italian lire in the area of £40,000 p.a. at current exchange rate.

Please send CV, insert photograph, handwritten letter of application, and names, addresses and telephone nos of 3 or more referees to Mr P. Gummer, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161. (12984)

Gabbitas-Thring

NORTHERN CYPRUS

English Language Teachers required for secondary mixed school for age group 12–18, for September 1987.

Graduates with teaching diploma in English for Foreign Students required. For further details and conditions of service apply to Mr Yilmaz Taner, Cultural Attache –

Office of the London Representative
Turkish Republic of Northern Cyprus
28 Cockspur Street
London SW1Y 5BN
Tel: 01-839 5530/839 5217

OVERSEAS POSTS continued

JUMEIRAH ENGLISH SPEAKING SCHOOL DUBAI, UNITED ARAB EMIRATES

Required from September, 1987.

ASSISTANT TEACHERS (INFANT AND JUNIOR)

The school was established in September, 1975, and has a roll of 450 + children between the children of British and European expatriates.

The school buildings consist of three separate units, comprising a total of twenty-one classrooms. The classrooms are spaciously purpose-built and structured to the needs and aims of modern primary education.

The sports facilities comprise a hall/gymnasium, swimming pool and two playing fields. A music block, a library and an administration block complete the complex.

Applicants require a high personal commitment to good, modern educational practice, a wealth of professional experience and a minimum of three years' teaching experience. An active interest in extra curricular work is also required.

CONDITIONS OF SERVICE

Salaries are tax-free; an overseas allowance, medical insurance and of contract gratuity are offered. Rent free, furnished single unit accommodation, including free water and electricity is provided.

Two-year contracts are offered, renewable annually thereafter. An annual return air-passage to U.K. and initial unaccompanied baggage allowance of 40kgs is provided.

Only single, male or female U.K. trained and qualified primary teachers should apply. Interviews will be held in London in April.

Please apply in your own handwriting, with a full curriculum vitae. Please include a recent photograph and the names of two referees. Mrs. R. Lane, The Headmistress, Jumeirah English Speaking School, P.O. Box 4942, Dubai, United Arab Emirates.
(13125)

BANGKOK
Patana School

PRINCIPAL required for September 1987.

This primary day school had 500+ pupils aged 4-13 and provides tuition up to Common Entrance level.

CANDIDATES should be heads or deputy heads of primary schools with a minimum of three years' experience at this level. Experience of teaching in an international environment would be an advantage. They must be prepared to learn Thai and take a qualifying language examination within the initial contract period. Preferred age range 35-45 years.

TERMS OF SERVICE – Initial contract 2 years' renewable up to probably maximum 5 years. Salary at present exchange rate from £19,000 p.a. approx, plus bonus. Annual home leave including fares for Principal and family. Rent allowance, car provided. Children's education allowance. Medical scheme.

For further details and an application form, please contact Mr F.J.Smith, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161. (13194)

Gabbitas-Thring

KUWAIT ENGLISH SCHOOL
For September 1987

Applications for the following Departments invited:

SENIOR DEPARTMENT – O/A Level/GCSE
HEAD of COMPUTER STUDIES
HEAD of HISTORY
HEAD of MATHS (Economics an advantage)
Teachers of Chemistry, French and General Science.

JUNIOR DEPARTMENT
Specialist MUSIC TEACHER (ability to teach brass instruments preferred)
General Class Teachers TEFL/ESL/COMPUTER experience preferred.

INFANT DEPARTMENT
Specialist TEACHER FOR LANGUAGE DEVELOPMENT
Specialist MUSIC TEACHER
General Class Teachers TEFL/ESL/COMPUTER experience preferred.

Tax free salary, free, furnished air-conditioned accommodation and annual flight home, modern well-equipped building.

Please forward full C.V., recent testamonials, names & addresses of two referees, plus telephone numbers, and a recent photograph to: The Principal, Kuwait English School, P.O. Box 8840 Salmiya, 22057, KUWAIT (12906)

ENGLISH TEACHING ADVISER
The British Council, Paris

Applications are invited for the post of English Teaching Adviser in the British Council office in Paris beginning September 1987. The successful applicant will work to the English Language Officer in a team of five responsible for the ELT seminar programme, teacher training (mainly with secondary school teachers), ELT information services etc.

Essential Qualifications: Ability to work in French, a first degree and an appropriate teaching qualification (e.g. RSA diploma). Teaching experience (5 years or more) plus some teacher training. Some experience of ELT information services. Willingness to travel extensively. Ability to type.

Highly Desirable: an interest in: teaching EFL/ESL in secondary schools, organising seminars and conferences, modern technology in ELT, ESP.

Contract: 2 year local contract under French law at Grade II in the British Council office in Paris, gross starting salary FF 12.392 – 13.624 per month depending on qualifications and experience. Accommodation not provided. (£1 = approx FF9.20)

Procedure: Apply in writing with CV and recent passport photograph by 27 MARCH 1987 to the English Language Officer, The British Council, 9/11 rue de Constantine, 75007 PARIS, France.

Short-listed candidates will be interviewed in Paris on Friday 24 April 1987. Candidates from outside Paris will have their travel expenses reimbursed up to the equivalent of £100.

Teaching Couple
Riyadh, Saudi Arabia

Our client is a large Dutch construction company who require for August 1987 a young teaching couple to join the English section of their primary school.

Class Teacher for 9-11 year olds, plus administration of the English Section of the school.

Kindergarten Teacher for 3-5 year olds.

Candidates should be a married couple with at least 2 years' teaching experience and for either post the ability to teach English as a foreign language would be an advantage.

Benefits include: excellent tax-free salary, yearly contract with return flights, free air-conditioned accommodation and good recreation facilities.

Please apply with CVs, names of two referees, recent photographs and your contact telephone number, quoting Ref: no 64L/TES to: Webb Whitley Associates Limited, Castle Gate House, 8 Quarry Street, Guildford, Surrey GU1 3UY.

WWA Webb Whitley Associates Limited

JUMEIRAH ENGLISH SPEAKING SCHOOL P.O. BOX 4942, DUBAI, UNITED ARAB EMIRATES

Required from Setember, 1987.

DEPUTY HEAD

The school was established in September, 1975, and has a roll of 450+ children between the ages of 4.06 and 11 years, the majority of whom are the children of British or European expatriates.

The school buildings consist of three separate units, comprising a total of 21 classrooms. The classrooms are spaciously purpose-built and structured to the needs and aims of modern primary education.

The sports facilities comprise a hall/gymnasium, swimming pool, two playing fields and an athletics track. A central library, music block and an administration unit complete the complex.

Applicants require a high personal commitment to good modern educational practice, a wealth of professional experience combined with experience in a senior primary post.

CONDITIONS OF SERVICE

Salaries are tax-free; and overseas allowance and an end of contract gratuity is offered. Free, single unit, air conditioned, furnished accommodation including free electricty and water is provided.

Contracts are for two years initially. An annual return air passage to UK and initial unaccompanied baggage allowance of 40kgs. is provided.

Only single, male or female UK-trained and qualified primary teachers need apply.

Interviews will be held in London during the first week of April, 1987.

Please apply in your own handwriting, with a full curriculum vitae, including a recent photograph and the names of two referees to: Mrs. R. Lane, The Headmistress, Jumeirah English Speaking School, P.O. Box 4942, Dubai, United Arab Emirates.

OVERSEAS POSTS
continued

EGYPT

ALEXANDRIA

El Nasr Girls' College and Victory College Alexandria, two large semi-autonomous English Medium Schools invite applications from experienced teachers for the following posts.

1. A graduate teacher of English for the Secondary department of El Nasr Girls College.

2. 2 primary trained teachers for the Junior department of El Nasr Girls' College and Victory College.

There is a local salary of £E4,320 per annum and the Alexandria Schools Trust provides a sterling supplement of £7,000 per annum (effectively free of UK tax). The two year contract is renewable.

For further details and an application form please write to: The Director, World-Wide Education Service, Strode House, 44-50 Osnaburgh Street, London NW1 3NN.

Tel: 01-387 9228.

Applications close on 13th March 1987. (48369) 460000

EGYPT

HELIOPOLIS INTERNATIONAL SCHOOL (British Syllabus)
31 Al Shahed Abd El Moneim Hafez, Almaza, Heliopolis, Cairo
Requires for September 1987 Infant or Junior Teacher with British Certificate of Education and minimum 3 years teaching experience. Ability to teach music and play the piano and current qualification in Computer studies with relevance to using a computer in the Primary School could also be an advantage. The applicant should be of single status. Good tax-free salary, free accommodation, annual UK leave.

Applications, full C.V. and names of 2 referees to Headmistress. (44299) 460000

GREECE

EFL TEACHERS FOR GREECE
Alexander Int. 27 Astorahis St Salonica Tel: 31-827106. (49769) 460000

GREECE

Two experienced EFL Teachers required for private language school, Sept. - May. Suitable for couples.

Send C.V. and photo to:- A Lymberopoulos, English Language Institute, 39 Pindarou St., Gr 32200, Thebes, Greece. (48494) 460000

KUWAIT, INDONESIA, ITALY

Qualified and experienced EFL instructors required for short and long term contracts. Immediate vacancies.

Applications in writing only.

Send full c.v. (including telephone number), together with photocopies of qualifications and names and addresses of 2 referees to: Recruitment Manager, ELT Banbury, 20 Horsefair, Banbury, Oxon.

Only short listed candidates will be contacted. (44285) 460000

KUWAIT

Kindergarten, Infant and Junior Teachers required for an established English Medium School.

Free accommodation, passage, tax free salary and other benefits.

Please send curriculum vitae, recent photograph and contact telephone number of self and referees to: The Director, Flat 2, Ivory House, St Katharines Dock, London. (30450) 460000

LIBYA

HEADTEACHER DESIGNATE THE BRITISH SCHOOL
Banghazi, Libya
Requires a teaching couple for September 1987, one of whom will be expected to take over the post of Headteacher on the retirement of the present Head and his wife in July 1988. The school (established in 1958) accepts English-speaking children aged 4-11 years from the many international communities in Benghazi. Attractive salary, furnished accommodation, car and normal British school holidays, with one annual return flight to U.K. and one to Malta.

Applications to:- Headmaster, c/o 9 Meadow Drive, Darfield, Barnsley, South Yorks. Tel: 0226 753463. Closing date 21 March. Interviews early April. (48955) 460000

OVERSEAS TEACHERS Teachers abroad wanted as agents for established W. Country Summer E.F.L./ SPORTS ACTIVITY COURSES for Children. Good commission. Details: Severn Valley Sports, 9 Orchard Street, Wotton-under-Edge, Glos. Tel: 0453 842892. (49429) 460000

SAUDI ARABIA

English Teachers required by prestigious private school in Saudi Arabia. Boys aged 9-18. B.A.+ teaching certification × 1 year experience minimum. TEFL background preferred. Males only: First year on bachelor status. Start August 1987. Housing transportation and paid annual home leave provided.

Send c.v. and copy quals to: Dhahran Ahliyya Schools, c/o Botts and Co. 190 Strand, London WC2R 1DT. Interviews in London, February 27th to March 3rd. (48147) 460000

SOUTH ITALY

Female teachers and assistants for English courses required start March/April and May.

Write by express curriculum vitae, photo and phone number to Big Man's Schools of Languages, 28/A Via del Lavoro Brindisi 72100. (49752) 460000

SPAIN

Young teachers required for TEFL in Madrid 1st October 1987/or 1st January 1988 until 30th June 1988. Must be graduates and experienced or with training.

Apply General Manager - La Casa Inglesa - Plaza del Marques, De Salamanca 11 - 28006 Madrid, Spain. (49376) 460000

SPAIN

ALOHA COLLEGE
Marbella
Applications are invited for the following posts commencing 1.9.87

1) Infant and Junior Teachers

2) Senior School Teachers for all subjects and levels from 1st Year Seniors to A level.

Applications with full C.V. to the Staffing Secretary, Aloha College, El Angel, Nueva Andalucia, 29660 Malaga.

Interviews London, early May.

Aloha College is a rapidly expanding all age international school of 350 students in a new purpose built school close to Marbella. (48327) 460000

SPAIN

TEFL Teaching Post, Central Spain, from October. Degree essential, experience and Spanish an advantage.

U.K. Interviews April/June. C.V. and photo to Anglo Centre, Aptdo. 208, Toledo. (48766) 460000

SPAIN

Young English TEFL Teacher required to start immediately.

Send recent photo.

Write: Oxford Centre, San Miguel 16, 50001 Zaragoza. (48632) 460000

SPAIN

Barcelona
EFL qualified teachers min. 2 yrs exp. British Passport. Working knowledge Spanish. Full timetable. Interview London. Tel: 01-902 5620. (49474) 460000

SUMMER TEACHING JOBS IN AMERICA work on American childrens' camps, mid June to end August; see ad under 'Holidays and Accommodation'. (55444) 460000

SWITZERLAND

INTERNATIONAL BOARDING SCHOOL
Requires for September, 1987:

1. Teacher of Economics to 'A' Level.

2. Teacher of English up to 'A' Level.

Experience in a boarding school would help, but is not a prerequisite, as both positions entail boarding house duties.

Apply with C.V., photo and names of at least 2 referees to: M.K. Whitehead, Le Rosey, 1180 Rolle/ Switzerland. (49497) 460000

TURKEY

URGENT

Qualified E.F.L. Teachers needed, accommodation provided, candidates must have a University Degree and T.E.F.L. certificate.

Please contact in writing to, or call on phone, Idem Language School, Ewin Ali Pasa Caddesi, No. 24, Suadiye Istanbul, Turkey. Tel: (010901) 357 3724. (48890) 460000

UNITED ARAB EMIRATES

AL KHUBAIRAT COMMUNITY SCHOOL
P.O. Box 4001
Abu Dhabi, U.A.E.
INFANT TEACHERS - 2
JUNIOR TEACHERS - 2
Single status trained and qualified teachers with not less than five years teaching experience required for September 1987. Must be prepared to offer more than General Classroom subjects. Experience using BBC Micro-Computer or Preparatory School experience also an advantage. One year renewable contract, free accommodation are tax free salary.

Hand written letter of application and full c.v., name of two referees and a recent photograph to M.R. Sparks, Headmistress by 9th March 1987. (44106) 460000

WEST GERMANY

BRITISH EMBASSY PREPARATORY SCHOOL
Bonn
Required for September 1987 experienced teachers for the following posts in this mixed international 5-13 school.

I) Class Teacher for 4th year juniors (10-11 years)

II) Class Teacher for 2nd year secondary (12-13 years) specialising in Maths and Science in both secondary classes. Computer experience and ability to offer some sport/ swimming an advantage.

In both positions some pupils are prepared for common entrance. Applicants should be ready to respond to the challenge of working in an international community and be prepared to enter into the full life of the school.

Apply by letter with full C.V. and photograph to the Headmaster, British Embassy Preparatory School, British Embassy, Bonn, BFPO 19. Further details on request. (48722) 460000

ZAMBIA

INTERNATIONAL SCHOOL OF LUSAKA (ZAMBIA)
Large one thousand students - Co. Educational Day School - Kindergarten to GCE 'A' Levels seeks teachers for September 1987.

Conditions include 2 years renewable contract - economy flight plus baggage allowance - furnished accommodation - local Kwacha salary - plus approx. 4,000 US Dollars per annum tax free.

Excellent working conditions particularly suitable for young singles or couples or people looking for early retirement.

Pls. do not apply unless you really want the challange of work in a developing country.

Send C.V. to Mr. M. Pollicott, c/o SMI (Overseas) Limited, P.O. Box 53, Edgware, Middlesex HA8 8FE.

Tel: 01-958 9886.

Interviews London and Cambridge end of February beginning March. (48910) 460000

ZIMBABWE

FALCON COLLEGE
Esigodini, Nr. Bulawayo, Zimbabwe
(HMC Overseas Division, 450 Boys, all boarders, 12-18, Cambridge O and A Levels)
Required for 1st May, 1987. Two graduate teachers. One to teach Chemistry to A-Level, the other to teach Mathematics to O-Level.

Accommodation, educational allowances, Medical Aid Scheme and passage paid or assistance with fares for teacher and family and transfer of household effects subject to negotiation.

Initial enquires and further information from C.R. Stansbury, 233 Derby Road, Long Eaton, Nottingham NG10 4BS. (00835) 460000

Administration Local Education Authority

STIRLING

CENTRAL REGIONAL COUNCIL

An Equal Opportunities Employer

EDUCATION DEPARTMENT

PRINCIPAL OFFICER

Education Office, Viewforth, Stirling

P.O. I £12,900 - £14,121

35 hours per week to be worked in accordance with the exigencies of the service.

We are seeking a dynamic individual, with experience of motivating staff, to lead a section of the Education Department dealing with the preparation of estimates, bursaries, requisitions/invoices, pupil courses, teacher courses, and conveyance, and to to exercise a detailed monitoring and controlling function in respect of the Education Budget.

The successful candidate is likely to have experience of, and interest in, new technology and will hold a DPA (or equivalent) or a qualification in finance/ accountancy.

Application form and further particulars are obtainable from the Director of Education, Room 211, Viewforth, Stirling (Tel: 0786 73111, Ext. 452) to whom completed form should be returned not later than 2nd March, 1987. (48676) 480000

WILTSHIRE COUNTY COUNCIL
Education Department

PRIMARY ADVISER

Salary Scale: Soulbury (Burnham HT Gp 9) £18,075 – £19,587

Applications are invited for the post of Adviser for Primary Education which becomes vacant on the appointment of Mr. K. Pritchard to a Senior Adviser post in another Authority. Applicants should be well qualified and have good experience in a senior position in primary schools and/or experience in the Advisory Service of a Local Education Authority. The successful applicant will be a member of an Area Team of Officers and Advisers. The post offers plenty of scope for development in the curriculum of primary schools in an Authority which is forward looking and which aims to work in close partnership with its schools.

Re-advertisement: Previous applicants will automatically be reconsidered.

Further particulars and applications forms obtainable from the Chief Education Officer (ST/N), County Hall, Bythesea Road, Trowbridge, Wiltshire, BA14 8JB. Telephone: Trowbridge (02214) 3641, Extension 2460, returnable by 9th March, 1987. Please quote reference E.86.621

An Equal Opportunities Employer (00569)

EDUCATION DEPARTMENT

APPOINTMENT OF

Assistant Education Officer (Schools) & Assistant Education Officer (Special Services)

Salary: £18,654 – £19,818 per annum inclusive.

Arising from a review of the Senior Staffing of the Education Department, applications are invited for these new key third tier posts. The challenging posts require persons who possess a good honours degree together with successful experience in educational administration and teaching. The postholders will be expected to exercise initiative and contribute to policy making and the development of the Education Service.

Application forms and further details available from Chief Education Officer, Town Hall, Barking, Essex IG11 7LU (Please enclose foolscap s.a.e.)

Closing date: 6th March, 1987.

London Borough of
BARKING and DAGENHAM
an equal opportunity employer

WATERFORD KAMHLABA UNITED WORLD COLLEGE OF SOUTHERN AFRICA

Required for May/September 1987

Teachers of the following subjects:

(1) CHEMISTRY/PHYSICS
(2) MATHEMATICS
} TO INTERNATIONAL BACCALAUREATE DIPLOMA LEVEL
(3) GIRLS' PHYSICAL EDUCATION

The above school is a co-educational, international, boarding school with full secondary age range. It is a member of the United World Colleges movement.

Salary Scale E11,952 – E20,592.
25% gratuity on completion of 3 yr contract.

Air fares, full medical aid scheme provided.

Enquires to the: HEADMASTER P.O. BOX 52 MBABANE. SWAZILAND. (13175)

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT

St Dunstan's School, Wells Road, Glastonbury, Somerset. BA6 9BU

SCHOOL BURSAR

The salary for this full time post will be £10,569 rising by annual increments to £11,271 per annum (Senior Officer I)

This post is seen as presenting an excellent opportunity for suitably qualified local Government administrators to gain experience in an important job which should be valuable to them in the context of their long term career prospects.

The successful applicant will be responsible to the Head for the control of finance, the supervision of the non-teaching staff and the maintenance of buildings and grounds.

Application form and further details available from the Head of the above school (stamped addressed envelope, please)

CLOSING DATE 6 March 1987 (13166)

WAKEFIELD METROPOLITAN DISTRICT COUNCIL EDUCATION DEPARTMENT

ADVISERS

Burnham Soulbury H.T. Group 9 (£18,075 – £19,587)

1. Religious Education/Multi-Cultural Education
2. Special Education

These important posts involve work in all sectors across the Authority as part of a team of 21 Advisers. They will be available from September 1987. (Post Ref. Nos. E37:8/ E36:2).

Requests for application forms may be obtained by writing to The Chief Executive (Personnel Section), Town Hall, Wakefield, WF1 2HQ, or by telephoning Wakefield 367111, Ext. 3113, to be returned by 6th March, 1987, quoting post reference number(s). (13016)

City of
WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

ADMINISTRATION L.E.A and GENERAL continued

DIRECTOR OF EDUCATION

£24,300 - £26,766 (Award Pending)

Sunderland's Education Service is soundly based and conducted and is now entering a new and exciting period in its development following the Secretary of State's approval of schemes for the introduction of a tertiary system and the reorganisation of special education services.

The present Director will retire in August 1987. His successor will have to have exceptional personal and professional qualities to implement these major changes and at the same time maintain and enhance the quality of the Service and its record of innovation.

The Council is looking for someone with outstanding leadership potential who can work imaginatively and constructively and can demonstrate the determination, commitment, energy and drive which the post requires. Applicants should, be graduates with teaching experience and a background of significant achievement at a senior level in the Public Sector.

Relocation assistance is available.

For further details and an application form write to the Chief Executive, Town Hall and Civic Centre, Burdon Road, Sunderland, SR2 7DN or telephone 0783 76161.

Closing date for return of completed application forms is 13th March, 1987.

borough of sunderland

This council is an equal opportunity employer.

Careers Officers (2 posts)

£8,391 – £10,164

Required in the West Devon Area Careers Centre, Anglia House, 10 Derrys Cross, Plymouth. You should be qualified Careers Officers. An interest in working with young people with special educational needs would be an advantage for one of these posts.

Application forms and job description from and returnable to Chief Education Officer, County Hall, Exeter EX2 4QG. Closing date 16 March 1987. Interviews will be held 15 April at the West Devon Careers Centre.

(90674)

DEVON

AN EQUAL OPPORTUNITIES EMPLOYER

Education

PROFESSIONAL ASSISTANT

(Northern Area)

Applications are invited from suitably qualified and experienced candidates. Applicants should be graduates with teaching experience. This post should be of interest to teachers seeking an initial appointment in LEA Administration.

The Successful candidate will be based in County Hall, Bedford. Essential Car user allowance. Car Loan Scheme. Approved Removal Expenses Paid.
Salary: SO1/2 £10,569 – £12,297
Hours: Full Time
How to Apply: Application form and further details from D P J Browning CBE, MA, Chief Education Officer, County Hall, Bedford, or telephone Bedford 63222 extension 2156
Closing date: Monday 9th March 1987.

The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

(13044)

Bedfordshire

College Management Systems Co-ordinator

£12,555-£13,653

Required as soon as possible to co-ordinate and develop the Fretwell Downing College Management System which will shortly be introduced into Berkshire Colleges.

Considerable drive and initiative is needed to implement and develop this system.

Experience in further education administration is essential and an appreciation of computing systems would be an advantage.

Application forms and further details from The Director of Education (PR), Shire Hall, Shinfield Park, Reading RG2 9XE. Tel: Reading 875444 ext. 3424. Closing date 6th March.

An Equal Opportunity Employer

Royal County of Berkshire

SPECIALIST CAREERS OFFICER

(Black and Minority Ethnic)

Careers Service, Careers Office, Central Bristol

Salary: Scale SO1 £10,569–£11,271

We are looking for a qualified and preferably experienced Careers Officer to assist in the development of a new approach to meeting the information, advice and placement needs of black and minority ethnic clients in Avon.

Duties will include:

- *a school case-load of no more than 40%;*
- *building upon a network approach to ensure the continuity of an effective service in and beyond school;*
- *focussing upon issues of racial discrimination including the promotion of good practice.*

Application by form only, available with further details from the Director of Personnel Services, P.O. Box 270, Avon House, The Haymarket, Bristol BS99 7HE, or telephone Bristol 298565 (Ansafone on this number after office hours).

Please quote reference number EDU/1352/CO when asking for forms which must be returned by 16th March 1987.

Education Department
(13018)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

CS CS *Centre for the Study of Comprehensive Schools*

APPOINTMENT FOR 1987–88

Re-Advertisement

DEPUTY DIRECTOR

Applications are invited from people with senior management experience in the education service.

The Centre was established 6 years ago to collect, study and disseminate examples of interesting developments in Comprehensive Schools. It has a rapidly growing membership of two thousand, strong links with LEAs and schools, and co-operates closely with industry and commerce. It organises seminars and workshops, promotes curriculum development projects and publishes their results as well as the work of its Fellows.

The appointment of Deputy Director will be subject to obtaining LEA secondment. This secondment offers a chance for people with drive and vision to develop their interpersonal and entrepreneurial skills across a wide brief and make a unique contribution to a fast growing, nationally recognised organisation. The financial basis for secondment under the new in-service funding system is being explored, but meanwhile further details of the post may be obtained from:

The Director, Centre for the Study of Comprehensive Schools, Wentworth College, University of York, York YO1 5DD to whom completed letters of application should be returned by 6th March 1987.

(13026)

NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION

(a professional association and trade union representing college lecturers)

requires

a

Regional Official

Salary initially within range £11,571 to £13,656 and, with satisfactory service, progressing to £15,873 p.a.

+ to cover the Wales Region +

Person appointed will be provided with a car and will initially be based at home.

Previous experience in further education and/or trade unionism would be an advantage.

***Please write for further details and application form to* Kathy Davis, Room 10, NATFHE, 27 Britannia Street, London WC1X 9JP.**

Closing date for receipt of applications is am Thursday 5 March 1987.

(13181)

ADMINISTRATIVE OFFICER

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE
From May 1 or asap

CIEE is a major charitable organisation whose aim is to promote international exchange in the educational field. Based in New York, CIEE also has offices in Paris, Bonn and Tokyo. At present its programmes involve teachers and students in both secondary and higher education. In March 1986 it established a London office, and is now looking for an Administrative Officer to participate in its development.

The Administrative Officer's responsibilities would include:

1. assisting the Director with the management of existing programmes, and the establishment of new programmes;
2. secretarial and administrative duties including typing, computing, filing and dealing with inquiries;
3. taking charge of the office in the absence of the Director.

This post requires organisational and communication skills and self-motivation.

Salary: c.£8,000–£10,000p.a. according to experience and qualifications. Training opportunities available.

Please send letter of application, C.V. and names & addresses of two referees to The Director, CIEE, Seymour Mews House, Seymour Mews, London W1H 9PE. Closing date for applications 13 March 1987.

For further information phone 01-935 5594.

CIEE is an equal opportunities employer.
Registered Charity No. 293 969.

(1293)

Educational Management

London £30,000 p.a.

Are you an Oxbridge graduate, 30-35, with a record of real success in your present career? Can you show a combination of experience in teaching/lecturing and managing people at a senior level? If so, and you would like to form part of the senior management team of our clients, a well-established expanding enterprise, please send a brief resume to **Peter Gummer, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London, W1X 2BR.** Or telephone him for a confidential discussion on **01-734 0161.**

(13109)

Gabbitas-Thring

MID GLAMORGAN COUNTY COUNCIL
Education Department

Appointment of

EDUCATIONAL PSYCHOLOGIST

Ogwr District

Applications are invited for this post based at the District Physiological Centre at Ty Morfa, Minerva Street, Bridgend. Applicants must be graduates of an approved university with first or second class Honours Degree or recognised equivalent degree in Psychology acceptable to the Authority, must have successfully pursued a recognised post graduate course in Educational Psychology and have had at least two years recognised full time teaching experience. At least three years experience practising as a qualified Educational Psychologist is essential.

A P T and C Conditions of Service.

Salary: Headteacher Group 8 (Soulbury) £16,785 to £18,273.

Application forms to be returned by 3rd April, 1987 together with further particulars obtainable on receipt of a stamped addressed foolscap envelope from The Director of Education, Mid Glamorgan County Hall, Cathays Park, Cardiff CF1 3NF.

AN EQUAL OPPORTUNITIES EMPLOYER

(13054)

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

TEMPORARY FULL-TIME EDUCATIONAL PSYCHOLOGIST

Salary: £10,170 to £17,148 p.a.

Soulbury Committee Scale equivalent to the Burnham qualified teacher spine Scale 3 Point 4 to Headteacher Group 7 commencing salary determined according to age and experience.

Required immediately until 30th September, 1987 by the Preston Area Team.

Must have Honours Degree in Psychology, teaching experience and post graduate training in educational psychology.

The post offers opportunities for work with pre school children in Child Development Centres and with Primary, Secondary and Special Schools and Units.

Informal enquiries should be addressed to Mr P. Buckley, Principal Educational Psychologist, on Preston 263661.

Application forms from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ. (S.A.E. please). Ref: A1176/1/PJ.

Closing date: 6th March, 1987.

(13165)

Educational Psychologist

TEMPORARY PART-TIME
£10,452-£17,430 (pro rata)

Applications are invited from fully qualified educational psychologists for a part-time vacancy. It is envisaged that the post will be available immediately up to the end of the Autumn Term. The successful applicant will be based on Maidenhead.

Application forms and further details from the Director of Education (PR), Shire Hall, Shinfield Park, Reading RG2 9XE. Tel: Reading 875444 ext. 3424. Informal enquiries may be made of the Principal Mr D Brownhill on Reading 576831. Closing date 9th March.

An Equal Opportunity Employer

Royal County of Berkshire

Child Care

NANNY/GOVERNESS needed for family in London. Would suit mature person, perhaps an ex-teacher, to live in. 5½ day week. Top salary offered and lovely accommodation. Please apply in writing with c.v., references and photo. Write Box No. TES 00670, Priory House, St John's Lane, EC1M 4BX.
(44931) 540000

Educational Psychologists

CHESHIRE
COUNTY COUNCIL
TEMPORARY PART-TIME EDUCATIONAL PSYCHOLOGIST
£13,053 - £17,148 (Pro Rata)
Warrington

During the post-holders absence on maternity leave a part-time vacancy (six sessions per week) is available from 21 April 1987 for a fully qualified educational psychologist to join the Warrington District Team of the County Psychological Service. Informal enquiries to Malcolm Gledhill, Principal Educational Psychologist on Chester 602370.

Further particulars and application form from The Director of Education, Cheshire County Council, County Hall, Chester CH1 1SQ. (Tel: Chester 602526).

Closing date 6th March 1987.

All applicant swill be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability.
(48362) 560000

Examiners

SOUTHERN EXAMINING GROUP

The Southern Examining Group invites applications for MODERATORS posts for INTEGRATED HUMANITIES for the GCSE Mode 1 examinations in June, 1988. Duties to commence in May, 1988.

This is a 100% Coursework Examination. Moderators will be required to attend Consensus Moderation meetings with local Consortia.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant *teaching and examining* experience.

Further information and application forms may be obtained from The Secretary General (A4), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ, to whom completed forms should be returned no later than 6th March, 1987.
(49448) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for ASSISTANT EXAMINER posts for the following subject for the 1987 examination:

ART-PAINTING (603) PAPER 2 - HISTORY AND TECHNIQUE (WRITTEN) at ADVANCED LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A10), to whom completed forms should be returned three weeks after the date of this advertisement.
(48807) 600000

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the following posts for the June, 1987 examinations, duties to commence in June, 1987:

ASSISTANT EXAMINERS for GENERAL STUDIES (171) at ORDINARY (ALTERNATIVE) LEVEL for the Mode 1 examination. Paper 2 - Section C, Cultural and Aesthetic.

ASSISTANT EXAMINERS for GENERAL STUDIES (667) at ADVANCED LEVEL for the Mode 1 examination. Papers 1 and 2 - Section C, Man the Artist.

Further information and application forms may be obtained from The Secretary General (A4), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ, to whom completed forms should be returned no later than 6th March, 1987.
(49447) 600000

Miscellaneous

HEBREW TEACHERS REQUIRED

FOR TEACHING HEBREW IN SCHOOLS WITHIN THE ZIONIST FEDERATION EDUCATIONAL TRUST NETWORK FOR THE NEXT ACADEMIC YEAR

Applicants should be qualified with a mastery of Hebrew and English and be able to teach the fundamentals of Hebrew Language and Jewish Culture. Applicants required for positions in Glasgow, Manchester, Liverpool, Birmingham and London primary schools and in Liverpool secondary school.

Candidates should apply in writing by 20th March, 1987 to: Director of Education, ZFET, Balfour House, 741, High Road, London N12 0BQ, enclosing *curriculum vitae* in Hebrew and English as well as copies of certificates gained.
(48110) 560000

NATIONAL EDUCATIONAL RESOURCES INFORMATION SERVICE

INFORMATION OFFICER

(RE-ADVERTISEMENT)

Required as soon as possible an information officer to join a development team that is in the process of creating a national on-line educational database of *curriculum materials*. The successful applicant will be expected to take responsibility for day to day information services including the work of data input staff and to be involved in the quality control of records for input.

Professional expertise in classification, indexing and the creation and or use of Thesauri will be required. Applicants must have experience in the use of on-line systems.

Salary: £9,513 to £10,164 dependent on qualifications and experience.

The contract will operate for one year (until March 30th 1988) in the first instance. Secondment on the basis of 100% funding is available.

Applicants are invited to apply by letter enclosing their c.v. to:

The Director, Neris, Maryland College, Leighton Street, Woburn MK17 9JD., from whom further information about NERIS may be obtained. Closing date: 1st March.
(44205) 660000

SUMMER TEACHING JOBS IN AMERICA: work on American childrens' camps, mid June to end August: see ad under 'Holidays and Accommodation'. (55440) 660000

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINATIONS BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF SECONDARY EDUCATION (MATURE) EXAMINATION

Appointment of Chief Examiners

Applications are invited for the following appointments for the June 1988 examination. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the addresses indicated below to which completed application forms should be returned by 13 March 1987.

GEOGRAPHY PHYSICS

Details from: The Secretary, East Anglian Examinations Board, 'The Lindens', Lexden Road, Colchester CO3 3RL

ART AND DESIGN COMPUTER MATHEMATICS COMMUNITY STUDIES

Details from: The Secretary, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF

BIOLOGY CHEMISTRY ECONOMICS ENGLISH HISTORY RELIGIOUS STUDIES

Details from: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN.

UNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS SYNDICATE

The Syndicate invites applications from suitably qualified people for Assistant Examinerships in the following two new subjects, which will be examined for the first time in November 1987:

GCE ADVANCED LEVEL

MANAGEMENT OF BUSINESS

and

PRINCIPLES OF ACCOUNTING

Applicants should be between 25 and 65 and have a minimum of three years' teaching experience.

Application forms can be obtained from:

The Secretary,
Syndicate Buildings,
1 Hills Road,
Cambridge,
CB1 2EU

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

The following are required for 1st May, 1987, unless otherwise stated and the closing date is 5th March, 1987

WHITEHOUGH OUTDOOR EDUCATION CENTRE
Barley New Road, Barley Near Burnley.
Required 1st May, 1987 or as soon as possible thereafter.

SCALE 4 – WARDEN

£10,533 – £14,151 per annum

(Sleeping-in-Duty Allowance may also be payable). This post is classified as Casual User for the purpose of claiming car mileage.

Experience in administration and qualified to teach a variety of outdoor activities. Experience and expertise in environmental studies and a commitment to conservation.

Forms/further details from/to Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ Ref: 8/PB (SAE please).

BLACKBURN MINORITY ETHNIC GROUPS SUPPORT SERVICE

Required 1st May or 1st September, 1987

SCALE 3 – COMMUNITY LINK PROJECT – KEY WORKER

Forms/further details from/to District Education Officer, Joint Divisional Offices, Jubilee Street, Blackburn.

(13167)

CAMBRIDGE

CAMBRIDGE UNIVERSITY PRESS

Publishing Division

PRIMARY EDITOR

The Schoolbooks Group of Cambridge University Press is expanding its educational publishing at primary and infant level.

We now require an editor to take responsibility for developing this area across the board. The successful candidate will be part of a team reporting directly to the Educational Director.

If you have primary teaching experience as well as 3-4 years relevant publishing experience, energy, initiative, ideas and a capacity for hard work, please write and tell us how you would contribute to this expansion.

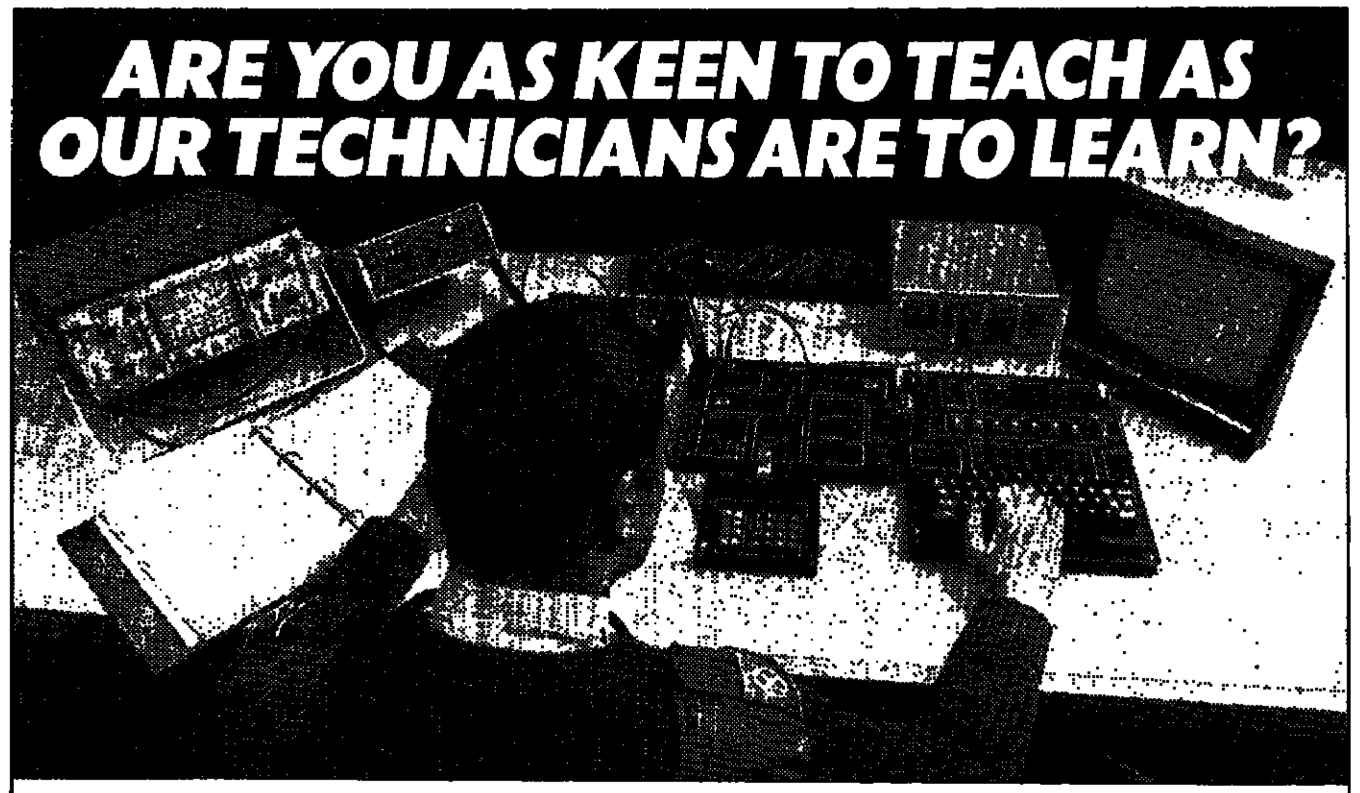
Salary and working conditions are attractive.

Please write in detail to:

Mrs Christine Lawless
Personnel Manager

Cambridge University Press
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

MISCELLANEOUS continued


ARE YOU AS KEEN TO TEACH AS OUR TECHNICIANS ARE TO LEARN?

We hope you're one of those teachers who thoroughly enjoy teaching. Who don't mind letting enthusiasm show.

Because we have some very keen and responsible pupils for you to train.

Our pupils are the RAF's technicians of tomorrow. Some of the brightest and most highly motivated young men and women in Britain with a voracious appetite for learning.

But without dedicated teaching their careers wouldn't get off the ground. And without our technicians neither would the RAF.

Hence the importance of your role as a Royal Air Force Education Officer.

What's more, we'll give you every facility to fulfil that role effectively.

You see, we believe in "hands on" teaching. Giving each pupil the chance to get to grips with the machine. Be it an oscilloscope or a jet engine, he'll learn more, quicker, if he's working in a small group.

But the instruction of the trainee technicians is only part of the job.

There are also numerous opportunities throughout the RAF for additional responsibilities, such as keeping all ranks – from airmen to officers – abreast of the continual advances being made in electronics, computer technology, radar, electrical and aeronautical engineering.

Advances which can only be applied effectively if they're taught effectively.

WHAT NOW?

You don't need to be a qualified teacher because if you're not already experienced, we'd teach you the art of teaching.

But you should have a degree in engineering, physics, mathematics or a computing discipline or you may apply if you have an HNC or TECHC in an engineering subject, together with a GCE 'O' level in English Language (or equivalent).

Alternatively, if you do have a teaching qualification it must be with mathematics or physics. We also have vacancies for linguists – especially German speaking.

You can apply for a 4 to 6-year gratuity-earning Short Service Commission or indeed, a commission for a longer period. Age on entry normally up to 39.

To find out more, call in at any RAF Careers Information Office (in the phone book under Royal Air Force) or write to Group Captain Paul Terrett, OBE, at (TG) Officer Careers (602/16/02), Stanmore HA7 4PZ, giving your date of birth and your present and/or intended qualifications.

RAF OFFICER
EDUCATION & TRAINING

The Armed Forces are Equal Opportunity Employers under the terms of The Race Relations Act 1976.

WATFORD
PREP SCHOOL
is to be the new magazine sponsored by IAPS and SATIPS. The Joint Editorial Board seeks a
PART-TIME EDITOR
at an appropriate salary to take office on 1st September 1987.

Serving teachers, retired teachers, parents with suitable experience, professional journalists - anyone interested is invited to send for details of the post to:

The Chairman of the J.E.B., Ashdown House, Forest Row, Sussex RH18 5JY. (48851) 660000

Outdoor Education

CORNWALL

THE SPASTICS SOCIETY

CHURCHTOWN FARM FIELD STUDIES CENTRE
Lanlivery, Bodmin, Cornwall PL30 5BT

TEMPORARY INSTRUCTORS (2)

NJC Sc. 3 £6,606 - £7,158 p.a.

From 1st April to 31st October 1987 to work with physically and mentally handicapped children and adults. One instructor to be at least RYA Instructor qualified, the other BCU qualified. Must have clean driving licence. The ability to teach climbing and assist in other areas of outdoor/environmental education will be an advantage.

Further particulars from Martyn Overton, Principal, Tel. Bodmin (0208) 872148. Closing date 6.3.87.

An Equal Opportunities employer. (44020) 680000

CORNWALL
OUT-EDUCATION POSTS (Seasonal)
April - Sept. incl. Posts vacant:- Chief Instructor And General Instructors.

Activities to be covered:- Yacht Sailing, Canoeing, Rambling, Orienteering, Initiative/Ropes Course, etc.

Applicants must be qualified and age 21 or over with full driving licence.

Apply Cornwall Adventure, 51 Lostwithiel St: Fowey, Cornwall PL23 1BG. (48925) 680000

CUMBRIA

OUTWARD BOUND ESKDALE

Single Instructor/Tutors are required to join the long term staff team at Outward Bound Eskdale. There is a particular requirement for women staff. Applicants should be at least 24 years of age, committed to personal development in the outdoors with mountaineering experience.

Application forms and further details from the Director of Training, Outward Bound Eskdale, Holmrook, Cumbria CA19 1TE. (48911) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
The professionals in Outdoor Education
Single or Multi-Activity and/or Field Study Courses. Courses for Senior and Junior Schools, TVEI, YTS, management training and individuals & families. For the best in instruction, equipment, facilities and value ring Martin or Andy on Bideford (02372) 75992 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG. (12732) 680000

DEVON
QUALIFIED, EXPERIENCED Canoeing/Climbing Instructors required.

Dartmoor Expedition Centre, Widecombe, Devon (03642) 249. (49465) 680000

DORSET
POOLE AND DORSET ADVENTURE CENTRE
Require as soon as possible two permanent instructors who are interested in working with young people of all ages. Activities undertaken are canoeing, rock climbing, expedition, swimming and camping.

Applicants must be over 21 years of age and hold a clean driving licence. Must be single.

Accommodation available and full board. Salary £4,000 per year.

Further details from Peter Cunningham, Director, Poole and Dorset Adventure Centre, Hercules Road, Hamworthy, Poole, Dorset BH15 4JA.

Closing date for applications (two weeks from the advertisement appearing). (49466) 680000

GLOUCESTERSHIRE
MOUNTBATTEN TRAINING
Requires a Senior Instructor for it's Activity Centre at Painswick, Nr Stroud Gloucestershire.

This Centre offers development training courses/school field study weeks and holiday opportunities to children and young people from a variety of backgrounds which emphasises a balanced programme of both indoor and outdoor pursuits.

Applications are invited from people who have suitable experience with children and young people, and who have shown a high level of initiative, enthusiasm and skill.

The ability to control and monitor a wide selection of activity programmes and to get on with people is a prerequisite.

This is a fully residential post, with excellent accommodation being provided. Applicants should have a driving licence and relevant outdoor certification.

Letters of application, including past experience and relevant CV to: Mountbatten Training Limited, 36A Milton Street, Northampton NN2 7JF For further details Tel: 0604-716111. (48368) 680000

LAKELAND ACTIVITY

Calling all those proficient in outdoor activities i.e. watersports, archery, climbing, abseiling etc. We have vacancies for those with recent experience and who enjoy working with youngsters.

Also fantastic opportunity for those itching to try such activities.

Vacancies from March to Oct/Nov.

For details and application form Phone today 01-203 3381. (48991) 680000

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Llandudno
Residential courses in Environmental Studies, all Outdoor Pursuits (inc. sailing) and F. Studies for Primary, Secondary Y.T.S., etc.

Courses planned for you with you or by you.

Details 0492 76829. (04663) 680000

QUALIFIED INSTRUCTORS in Outdoor Activities required for February - October 1987. Our particular need is for RYA qualified and/or female Instructors. Drivers only apply. Skern Lodge, Appledore, N. Devon. Tel: 02372 75992. (37328) 680000

SUMMER TEACHING JOBS IN AMERICA! work on American childrens' camps, mid June to end August; see ad under 'Holidays and Accommodation'. (55445) 680000

THE ANGLESEY SCHOOL OF SEA CANOEING Residential Multi-Activity Courses. Tel 0407 860201. (N. Wales) 680000 (48815)

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APPOINTMENT OF A PRINCIPAL

This new post will have responsibility for setting up and developing a Ministry Training Scheme to train lay people in a wide variety of ministry.

Applicants should have some managerial skills, experience in education and training methods and design with an ability to apply them in different situations including UPA's.

The post is open to clergy or lay people who are communicant members of the Church of England.

The salary for an ordained person will be equivalent to that of an Incumbent and for a lay person in the range of £11,000-£15,000. Housing will be provided for an ordained person (in Uxbridge) and assistance with housing for a lay person will be considered. The appointment will be for a period of five years (renewable). Assistance will be given with removal and relocation expenses.

For further details write to:-

The Archdeacon of Northolt, 71 Gayton Road, Harrow, Middlesex HA1 2LY.

Closing date for application is March 6th, 1987 (11603)

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Applicants should have reached a high standard in figurative and portrait work. Apply in writing enclosing a small selection of slides or photographs to:-

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CPAS

From September 1st CYPECS (The Youth Department of CPAS) have a vacancy for a
TRAINER/EDITOR

to be involved with planning conferences and preparing leadership materials particularly for the 3-11 year age- in Anglican Churches
EXPLORERS, CLIMBERS & SCRAMBLERS

The person appointed will probably be based in the North East and have a regional responsibility for CYPECS in the North East of England and Scotland.

Closing date for applications 20 March 1987

For a Job Description and Application Form please write to The Rev Peter Phenna, CPAS, Falcon Court, 32 Fleet Street, London EC4Y 1DB

English as a Foreign Language

BERKSHIRE
Resident posts available for qualified and experienced EFL teachers also willing to assist with sports/social activities on 4-week residential Courses this summer for children aged 11-16.

Details from:- Vacational Studies, Pepys' Oak, Tydehams, Newbury, Berkshire RG14 6JT. (49690) 700000

BOURNEMOUTH

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (92528) 700000

CAMBRIDGE

THE CAMBRIDGE EUROCENTRE

A superbly-equipped, purpose-built EFL school is offering a number of posts for temporary teachers for the period 6th July to 25th September 1987.

If you are a graduate with TEFL qualifications and experience in teaching EFL to adults, please write to: Dr. J. Day, Cambridge Eurocentre, 62 Bateman Street, Cambridge CB2 1LX or 'phone 0223 353607 and we will send you full details and an application form. (48778) 700000

E.F.L. teachers and teachers of E.E.C. languages wanted, short assignments, adults. Tel: 0803 864511/0722.72212. (48232) 700000

EDINBURGH
SUMMER TEACHERS
We require experienced graduate teachers for residential summer courses in Edinburgh. At least two years TEFL experience with adults is essential as is enthusiasm and willingness to participate.

Details and application form from Edinburgh School of English Studies, 12 George IV Bridge, Edinburgh EH1 1FE. Tel: 031-225 3482. (49485) 700000

EXPERIENCED EFL TEACHER required urgently. Send Swiftair c.v. plus photo. Mangold, Dos de Mayo, 150, Ontenlente (Valencia). Tel: 96-248 0859. (48659) 700000

ISTANBUL
THE ENGLISH CENTRE
Istanbul
Well established language school in Istanbul requires EFL teachers immediately and from Sept. Qualifications:- University Degree and RSA Prep. Cert. B.

The school is staffed exclusively with qualified English teachers.

Apply with full CV and photo to: The English Centre, Rumeli Cad 92/4, Osmanbey, Istanbul. (49548) 700000

LIVING LANGUAGE CENTRE

(Arels-Felco, Est. 1957)

Requires qualified and experienced teachers of English as a Foreign Language for residential junior and senior holiday courses in Oxford and Folkestone during July and August.

Applicants will be expected to take full part in social and sporting programme. Teaching couples may apply. Some non-residential posts available in Folkestone.

Hand-written letter and full c.v. including at least two recent references to Living Language Centre, Clifton Gardens, Folkestone CT20 2EF.

Interviews in London and Folkestone around Easter. (44227) 700000

LONDON SW1E

QUALIFIED EFL TEACHERS

For 2 and 3-week courses held from June to early September at Centres in London, Watford, Uxbridge, Bristol, Southampton, Swansea, Edinburgh and St. Andrews.

Duties include teaching groups of foreign students on weekday mornings and some afternoons and accompanying groups on excursions on some Saturdays.

Write for application form to: ANGLO-EUROPEAN STUDY TOURS, 17 Glen House, Stag Place, Palace Street, London SW1E 5AG. (49327) 700000

LONDON
THE BELL LANGUAGE INSTITUTE
London
Requires experienced teaching staff for courses in the June - September, 1987 period:

1) General English, English for business and EAP teachers to teach adults at Intermediate and Advanced Level at Regent's College, London NW1 (end June to September - 3 month contracts).

2) EAP teachers to teach postgraduate and undergraduate students at Queen Mary College, London E1 (August and September - two month contracts).

Minimum qualifications:

* RSA Dip. TEFL, PGCE in EFL or equivalent.

* At least three years' relevant experience.

Age range: 25-40.

Further information and an application form, please write to: The Principal, Bell Language Institute, Regent's College, Inner Circle, London NW1 4NS.

Applications to be returned by 13th March, 1987. (48984) 700000

LONDON WC1

PITMAN SCHOOL OF ENGLISH

EFL TEACHERS

Required for intensive courses during June, July and August.

A few vacancies will also arise in March and April.

Candidate should have a degree, a TEFL qualifications and 2 years' experience in EFL.

TEACHER TRAINER required to lead Advanced Course for Overseas Teacher of English in July.

To apply for the above posts write, enclosing a full c.v. and indicating dates available for interview, to June Penaly, Assistant Principal, Pitman School of English, 154, Southampton Row, London WC1B 5AX. (48883) 700000

OXFORDSHIRE

Qualified E.F.L. teachers required for Easter course 30th March to 16th April and summer courses 6th July to 28th August at established language school in Oxford. R.S.A. Dip. T.E.F.L. and minimum one year's teaching experience in England essential.

Telephone Lake School on Oxford (0865) 724312. (44041) 700000

OXFORD

ST. CLARE'S, OXFORD

Applications invited from Qualified E.F.L. Teachers for One Year appointment from Easter 1987 (replacement for study leave) and/or Summer School teaching for any/all of period 28th June to 18th September.

Must have ability to teach to the highest standards in English and show evidence of energy and initiative.

Applications to: The Principal, St. Clare's Oxford, 139 Banbury Road, Oxford OX2 7AL. (48366) 700000

OXFORD
Residential Course Directors required for Oxford summer schools. EFL experience necessary. July 5 to August 30.

Apply with c.v. to: The Oxford Study Centre, 17 Sunderland Avenue, Oxford OX2 8DT. (49325) 700000

OXFORD
Director of Studies, EFL teachers required for Oxford summer schools. EFL qualifications & experience necessary. July 5 to August 30. Some residential posts available.

Apply with c.v. to: The Oxford Study Centre, 17 Sunderland Avenue, Oxford OX2 8DT. (49326) 700000

SOUTHAMPTON
Teachers required Mar 8 - 28; March 19 - April 11; Apr 12 - 25; various 3-week periods June to October. T.E.F.L. Diploma and at least 5 years' experience necessary. Good knowledge of German an advantage.

Apply with c.v. and dates available to: The English Language Centre, 85 Hill Lane, Southampton SO1 5AE. (48747) 700000

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CENTRE FOR CONTINUING VOCATIONAL EDUCATION

MEd and Diploma in CCVE Continuing Education

FULL-TIME AND PART-TIME POST-GRADUATE COURSES

These courses cover both the theoretical base and the professional practitioner skills needed to operate effectively within the expanding field of Continuing Education.

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For further details please contact Rita Johnston, Centre for Continuing Vocational Education, The University of Sheffield, 65 Wilkinson Street, Sheffield S10 2GJ. Tel: Sheffield (0742) 768653.

(13020)

SCHOOL OF TEACHING & COMMUNITY STUDIES

SCHOOLTEACHER FELLOWSHIPS IN RELIGIOUS EDUCATION

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Further details and application forms from:

Don Hassall
Bradford & Ilkley
Community College,
Great Horton Road,
Bradford BD7 1AY.
Tel: (0274) 753464 or
(0274) 753470

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EDGE HILL College

For further information about the 1987-89 course, please contact as soon as possible:
Administrative Assistant, Faculty of In Service Studies, Edge Hill College of Higher Education, Ormskirk, Lancs. L39 4QP. Tel: (0695) 75171 Ext. 228.
(A similar re-training programme also operates at Crewe and Alsager College of Higher Education)

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SCHOOL OF EDUCATION

Department of Advanced Studies in Education

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For further details of any of these courses please apply for the Prospectus available from The Registry, Goldsmiths' College, New Cross, London SE14 6NW, tel: 01-692 7171 ext. 2146 or to arrange an information discussion telephone 01-692 7171 ext. 2265 asking for Ken Martin or Carol Pudwell. (12909)

English as a Second Language

HOUNSLOW
PRIMARY CLS TEAM
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This is an opportunity to work with a lively group of specialists committed to supporting our bilingual pupils in a borough with a policy on multi-cultural education.

Letters of application with C.V. in the first instance, should be sent to Mrs R. Carter, Co-ordinator, Primary CLS Team, Smallberry Green Centre, London Road, Isleworth TW7 5AR. Tel: 01-560 4512 within 7 days.

LONDON ALLOWANCE: £795 p.a.

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Required for April, 1987 (or as soon as possible thereafter)
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Application forms and further particulars are available upon receipt of a large stamped addressed envelope, from the Director of Education, (H.Q. Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned NOT LATER THAN FRIDAY, 6th MARCH, 1987. Humberside County Council is an Equal Opportunity Employer. (48857) 710000

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UNIVERSITY OF LEICESTER

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The University of Leicester School of Education invites applications from suitably qualified candidates for the above one year full-time course. The course is suitable for experienced teachers, teacher-trainers, materials and course designers, language planned and advisors or inspectors in ESOL in Great Britain and overseas.

Course contents include the theoretical underpinnings of language teaching; methodology and teaching techniques; course design; English for Specific and Academic purposes.

Application forms and further details from Janet Broughton, Course Secretary (Higher Degrees), University of Leicester, School of Education, 21 University Road, Leicester LE1 7RF. (49874) 760000

BEDFORDSHIRE
CERTIFICATE IN THE TEACHING OF PRIMARY MATHEMATICS
A ONE-TERM COURSE COMMENCING ON 27TH APRIL, 1987
Details and application forms for the few places remaining are available from the Secretary, School of Science and Mathematics, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH. Tel: 0254 45151. Ext. 235. (44207) 760000

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EDUCATION COURSES

continued

INLINGUA TEFL COURSES. The Inlingua Teacher Service is again organising summer TEFL courses based on the Inlingua Method in London (2 weeks, non-residential) and Lancaster (1 week, residential), for graduates/qualified teachers (21-35) interested in working at Inlingua schools abroad. Successful participants will be recommended for vacancies, which occur mainly in Spain, Germany and Italy. For further details, write, enclosing A5 SAE, to: Inlingua Teacher Service, 10 Rotton Park Road, Birmingham B16 9JJ. (48767) 760000

ITALIAN LANGUAGES HOLIDAYS Two - and four-week residential Italian courses are being held at Civezzano, a picturesque village near Trento, Lake Garda and the Dolomites, from 12 July to 23 August 1987. Details from: UK Secretary ILHC, 32 Lebanon Court, Richmond Road, Twickenham, Middx. TW1 3DA. Tel: 01-892 6944. (48125) 760000

LANCASTER

M.A. COURSES
in English Literature at Lancaster University.

1. - M.A. in Literary Research.

2. - M.A. in Contemporary Literary Studies.

One Year (full-time), Two Years (part-time).

Two Granada Bursaries available.

Further details and application forms from: Tutor for Graduate Students, Department of English Literature, University of Lancaster, Lancaster LA1 4YT.
(48186) 760000

LEICESTER

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

M.A. in TESOL and Applied Linguistics 1987-1988

The University of Leicester School of Education invites applications from suitably qualified candidates for the above one year full-time course. The course is suitable for experienced teachers, teacher-trainers, materials and course designers, language planners and advisers or inspectors in ESOL in Great Britain and overseas.

Course Contents include the theoretical underpinnings of language teaching; methodology and teaching techniques; course design; English for Specific and Academic purposes.

Application forms and further details from Janet Broughton, Course Secretary (Higher Degrees), University of Leicester, School of Education, 21 University Road, Leicester LE1 7RF.
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Please send SAE to T.E.F.L. Dept., Linguarama, 16 Waterloo St., Birmingham B2 5UG.
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TEFL/TESL COURSES

One-week intensive courses, to give a thorough introduction to the practical techniques of teaching English as a Foreign/Second language. Twenty two courses per year; contacts with many schools abroad. Trainees with Multilingua certificate teaching all over the World.

For full details contact: Multilingua, 8 Hall Ings., Bradford BD1 1DU, W. Yorks. Tel: 0274 735714. (12958) 760000

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ACCREDITATION COURSES

National courses for the SMP Graduated Assessment Scheme will be held as follows: Bristol 22nd to 24th April 1987. Leicester 6 to 8 July 1987.

Further details and application forms for all courses can be obtained from the SMP Office, The University, Southampton SO9 5NH. (48848) 760000

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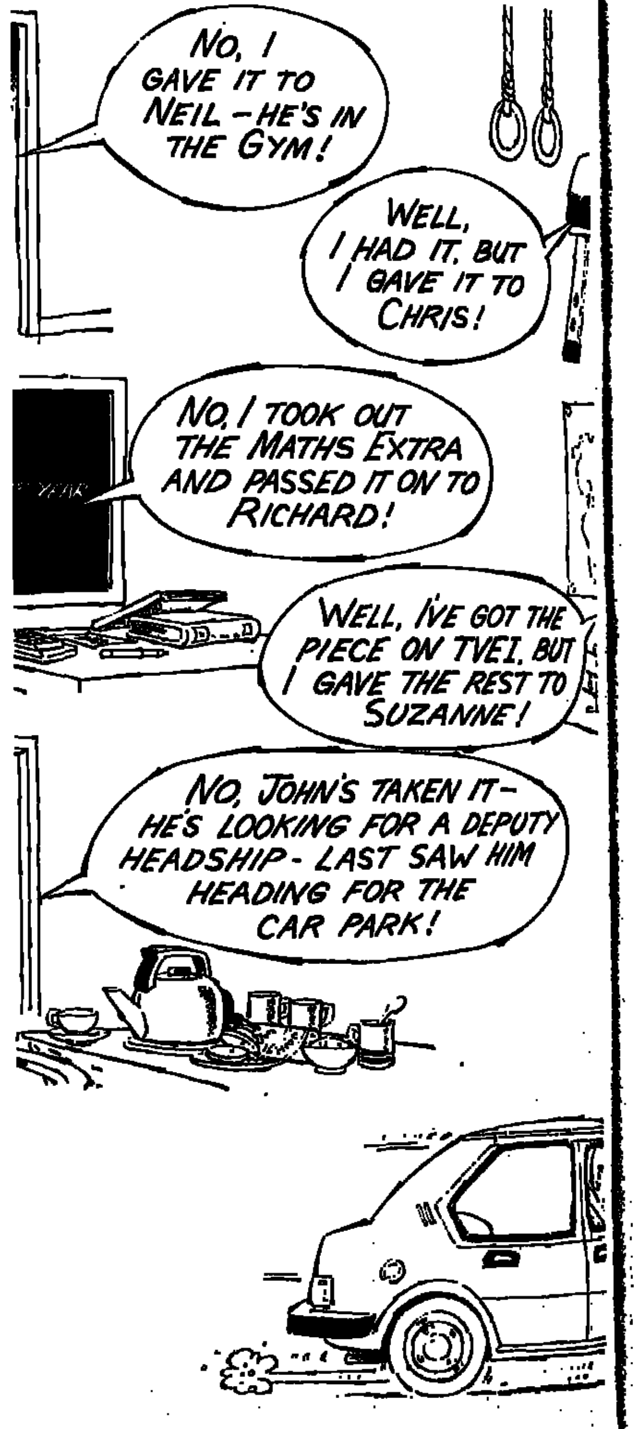
NO, I GAVE IT TO NEIL – HE'S IN THE GYM!
WELL, I HAD IT, BUT I GAVE IT TO CHRIS!
NO, I TOOK OUT THE MATHS EXTRA AND PASSED IT ON TO RICHARD!
WELL, I'VE GOT THE PIECE ON TVEI, BUT I GAVE THE REST TO SUZANNE!
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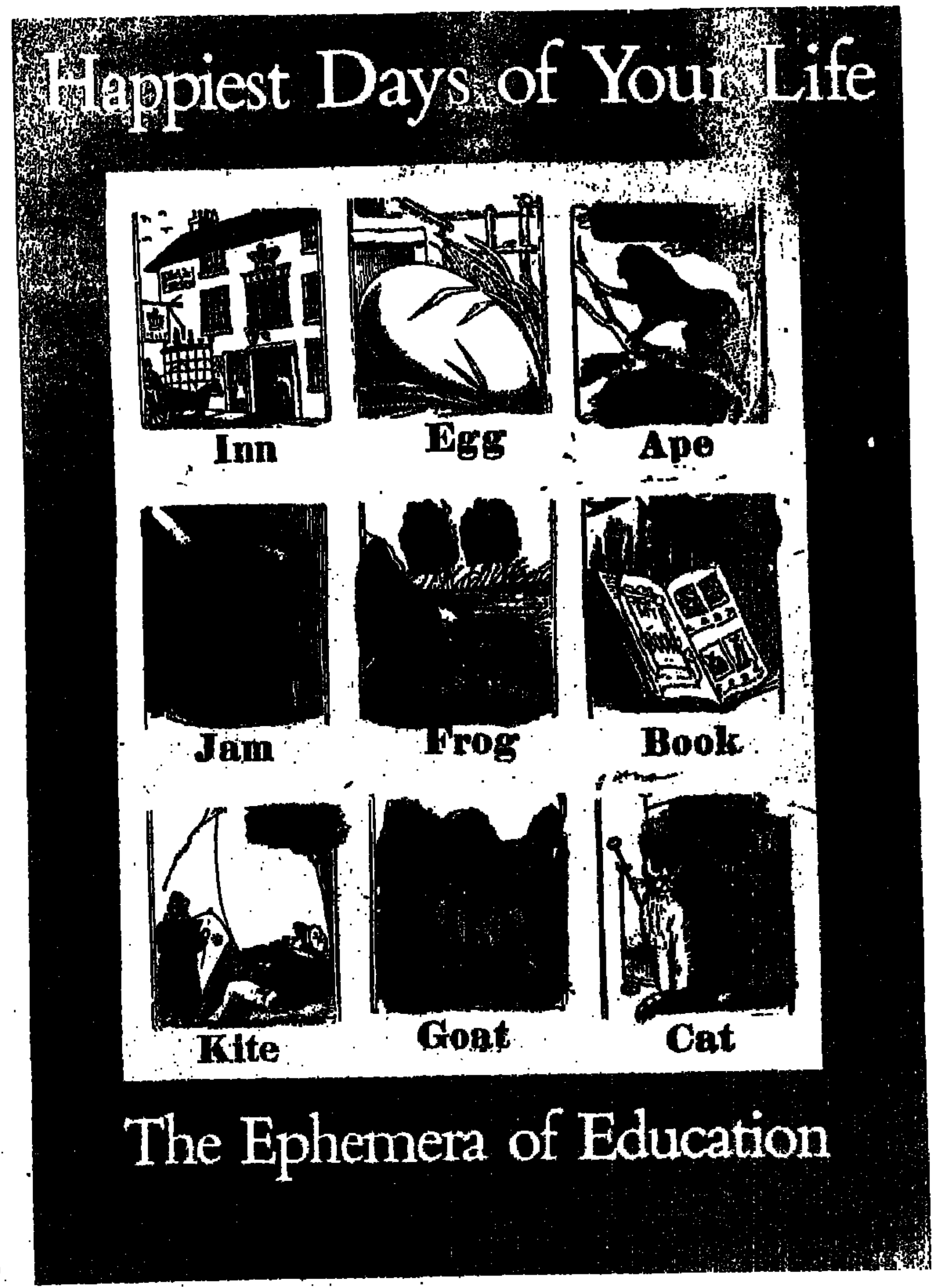

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